

Perthville Public School Annual Report



2017



2862

Introduction

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

Jodie-lea James

Principal

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School background

School vision statement

Our vision is to provide a happy, consistent, caring and educationally stimulating environment where children will recognize and achieve their fullest potential, so that they can make their best contribution to society in future years.

Perthville Public School is a place where

- our school sets high standards of learning and celebrates the achievements of each child.
- children are expected to participate in their learning through working cooperatively with teachers and support staff.
- parents participate in the learning of their children.
- everybody is welcomed.
- teachers communicate with parents with integrity.
- we learn, achieve and work together.
- we respect and care for everyone and everything around us.
- everyone is different and has importance.

Perthville Public School will challenge children of all abilities to achieve excellence in a wide range of academic, cultural and sporting activities. It will equip children for the demands and opportunities of the twenty-first century by offering a differentiated, effective and rigorous curriculum as an entitlement to all.

School context

Perthville Public School has a highly regarded educational reputation in the local area with a current enrolment of 135 students. Our school is part of a strong network within the Bathurst Alliance and the Bathurst Small Schools. These networks make for a welcoming and friendly school community.

Various innovative programs are offered by the highly qualified, experienced and committed staff. There is a strong Learning Support Team that develops personalised learning plans for students with specialised learning needs. There has been a gradual increase in enrolments over the past 8 years, with 6 classroom teaching positions now in place, 1 of which attracts an Assistant Principal position.

Perthville Public School is committed to collaboratively lead, implement, monitor and report on shared professional learning to engage students in high quality learning and to provide opportunities for students in creative arts, sport and excursions. Together we develop the capacity of leaders and aspiring leaders to improve knowledge, skills and capabilities in systems and instructional leadership. Our work with both alliances aims to build trust, collaboration, coaching and mentoring within and across schools.

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 focus has remained on the Assessment and Reporting of Numeracy. We have continued to reflect and refine our practices using evidence-based research. This has resulted in measurable improvements in engagement and student results. The school uses systematic and reliable assessment information to evaluate student learning over time and has processes in place to support teachers' consistent, evidence-based judgement and

moderation of assessments. The school uses a centralised system for recording and analysing data on student performance and teachers have directly engaged with parents to improve understanding of student learning. Our school achieved excellent value added results in 2017 with 90.5% of Year 5 students making equal to or expected growth in Numeracy. School data shows that student progress and achievement in Numeracy is greater than students at statistically similar schools on external measures and this is consistent with strong student progress and achievement on internal measures. Due to the process of long term evaluation of Numeracy programs in the school, the resulting pedagogy has had positive effects in Literacy.

In the domain of **Teaching** a whole school approach to Numeracy has ensured that the most effective evidence-based teaching methods have optimised learning progress for all students, across the full range of abilities. Teachers regularly review learning with each student and give feedback related to the defined success criteria. All teachers use professional standards and personalised development plans to identify and monitor specific areas of improvement. These goals are matched to the focus areas of the school plan. The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. Teaching staff demonstrate and share expertise within their school and with other schools. All teachers have expert contemporary knowledge and deploy effective teaching strategies, trialing innovative practice and processes that evaluate, refine and scale success.

In the domain of **Leading**, the leadership team remains focused on distributed instructional leadership with a focus on the continuous improvement of teaching and learning. The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations. The school uses researched evidence-based strategies and innovative thinking in designing and implementing a school plan that successfully delivers on-going improvement in student achievement. The school collaborates with the local community where appropriate on decisions about and access to school assets and resources. The schools facilities are used to support preschool and transition programs and provides after school care to support families. The leadership team takes a creative approach to the use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting. The leadership team measures school community satisfaction and shares its analysis and actions in response to the findings with its community.

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

Consistent, high standard educational practices across our community of school

Purpose

To provide purposeful learning opportunities for staff within and across our network of schools.

To develop a culture of continuous improvement, high expectation, in an individualised and engaging learning environment.

Overall summary of progress

Perthville staff have developed professional learning goals that link directly to the Strategic Directions outlined in the school plan. They have used the National Teaching Standards to identify areas for continuous improvement. Personalised Development Plans are reviewed twice annually and mentoring takes place in formal and informal meetings with supervisors. Both verbal and written feedback is presented to individual staff by both the supervisor and the Principal.

After analysis of the Tell Them From Me Survey, student data showed higher levels of Intellectual Engagement in comparison to the NSW Government Norm. Students positively identified that they had demonstrated high interest, motivation and effort in their learning and a high quality of instruction from their teacher.

Perthville Public School staff have worked collaboratively within the Bathurst Network on developing Numeracy programs. Staff held professional learning sessions around the action research involved in the Numeracy Continuum Group program. Several schools have taken on board the key features of the program. The Numeracy Continuum Group program has seen development in the areas of assessment and reporting to parents. More comprehensive assessment tasks have been developed and draft student reflection sheets have been created and are communicated to parents four times per term.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff have professional Learning Plans aligned to national standards for teachers and are progressing towards appropriate levels of accreditation.	This training was carried out during Term 1 Staff Development Day. Beginning Teacher Funds– \$13 450	Staff were retrained in the Professional Development Framework and have increasing knowledge of the National Standards for Teachers which have been matched to individual goals in Personal Development Plans. Two staff were mentored in the beginning teachers program. Additional release was provided to staff and the mentor to support increased knowledge in curriculum, assessment and reporting and accreditation requirements. The remainder of staff required to complete accreditation are in the maintenance phase where continuous professional learning occurs.
All teachers contribute units of work to the Bathurst Alliance Learning community and engage in interschool coaching and mentoring as appropriate.	\$1000 subsidised by Bathurst Director of Public Schools to support research based learning in the Bathurst network.	Staff attended the John Hattie Visible Learning Symposium in Sydney and worked with several of the Bathurst Alliance schools to present what works best in classroom practice to all district staff. Executive presented this research to school staff on the areas of Feedback, Homework and Success Criteria with a focus on providing effective feedback, improved homework strategies and the establishment of success criteria for Literacy and Numeracy lessons. The Principal is the Vice President of the Primary Principals Council and provides mentoring and

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers contribute units of work to the Bathurst Alliance Learning community and engage in interschool coaching and mentoring as appropriate.		welfare support for new Principals in the district. Executive staff worked with some Alliance schools to support Numeracy development in primary grades. Executive staff have attended Network, Aboriginal Education Consultative Group and Alliance meetings as appropriate.

Next Steps

As all teachers move into the accreditation model in 2018, knowledge of the process and the requirements of accreditation will be a focus in Term 1.

Bathurst Alliance will develop a leadership strategy which includes termly collaboration on curriculum, policy and student wellbeing. Staff will work with the Bathurst Alliance, identifying best practice in Literacy and Numeracy.

Numeracy Continuum Groups have continued to strengthen student results and on-going development of this program will continue in the next school plan. The student reflection process and the reporting to parents will be refined in 2018. The assessment procedures will be reviewed and appropriate changes made. Triangulation of data will be strengthened, enabling staff to have a greater understanding of both internal and external measures.



Strategic Direction 2

Students are Capable Learners and Responsible and Productive Citizens

Purpose

To provide students with the opportunity to meet their full potential through an individualised and engaging learning environment.

To create confident, virtuous, well-equipped citizens, who are productive in the modern world.

Overall summary of progress

Our focus for this years planning cycle has been on Numeracy. Students have recorded excellent growth in both school based assessments and NAPLAN. Our work across the whole school on Numeracy has seen an excellent understanding of the mathematics Syllabus and Numeracy Continuum. Our staff have completed a mathematics Scope and Sequence from K–6 incorporating the syllabus, numeracy continuum and the online support program Mathletics. It has seen a focused and committed approach to teaching Numeracy and a deeper knowledge of mathematics pedagogy.

In Literacy, an additional teacher was employed to work with the 62 Stage 3 students each morning. Students were grouped according to the Literacy continuum and explicit instruction occurred on Reading, Writing and Speaking.

Year 1 students were supported with the Reading support program and Language, Literature & Literacy (L3) strategies are used with Kindergarten.

Students participate in a range of school and community activities, displaying a sense of pride in their school. School leaders ran a series of events, providing funds for school and community charities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students achieve or exceed expected growth in school-based and external performance measures.	RAM \$41 013 was used to employ a teacher two days per week to support programs in literacy and numeracy.	<p>New staff were trained in several key programs including L3, Numeracy and Reading support strategies.</p> <p>90.5% of Year 5 students made equal to or greater than expected growth in Numeracy.</p> <p>Growth recorded for Year 5 students was 116.8. This was well above the NSW State average of 97.9.</p> <p>86.7% of Year 7 students made equal to or greater than expected growth in Numeracy.</p> <p>Growth recorded for Year 7 students was 71.6. This was above the NSW state average of 59.0.</p> <p>61.9% of Year 5 students made equal to or greater than expected growth in Reading.</p> <p>Growth recorded for Year 5 students was 61.6. This was below the NSW state average of 78.9.</p> <p>66.7% of Year 7 students made equal to or greater than expected growth in Reading.</p> <p>Growth recorded for Year 7 students was 50.7. This was above the NSW state average of 46.9.</p>
Students embrace school culture through positive interactions,	\$450 – Teacher professional learning funds	Years 4–6 were surveyed using the Tell Them From Me tool.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
engagement in learning and participation in programs that develop confident citizens.	were used to fund the welfare program "Smiling Minds" teacher training.	<p>76% of students reported a positive sense of belonging.</p> <p>93% of students felt they had positive behaviour at school.</p> <p>87% of students reported they were interested and motivated in their learning and 96% of students tried hard to succeed in their learning.</p> <p>Students scored highly the relevance of classroom instruction, the expectations on them to succeed and the teacher– student relationship.</p> <p>The Principal completed training on the National Disability Insurance Scheme, accessing outside agencies that support student learning.</p>

Next Steps

A focused approach to Literacy programs will form a major part of the strategic directions of the next school plan. Training in L3 Phase 2 will continue for Kindergarten staff and two new staff, who will support Literacy for Stage 1 and 2 students, will be trained in reading support strategies.

Although successful results have been delivered in Numeracy, review and refinement of the program will continue.

Staff not trained in Targeted Early Numeracy (TEN) programs will receive training in 2018.



Strategic Direction 3

Fostering a deep relationship with the wider school community through effective communication and collaboration

Purpose

For Perthville School to be an important focal point for the community.

To foster a supportive and positive school ethos through effective communication.

To encourage family and community participation in student learning.

To engage and promote public education among our community of schools.

Overall summary of progress

In 2017, the school finalised paper copies of the newsletter. All newsletters are now emailed to parents directly. A link is also made available on Facebook directly to the schools website where all newsletter information can be accessed fortnightly. The school also completed a Filmpod movie depicting 3 years of our school plan. Facebook and the school's website are regularly updated with student achievements and school celebrations.

Key programs including the Perthville Possums and i-Learn transition to school, QuOCKa reading, band, Stephanie Alexander Kitchen Garden and scripture all contribute to fostering a positive relationship with the Perthville School community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Transition pre and post school is effective, purposeful and positively supported by all stakeholders.	\$3989 – Transition Programs, school-based funding.	Surveys were carried out with parents involved in the Perthville Possum Transition to Kindergarten program. 100% were supportive of the program and found information presented and the program content beneficial to their child's start to formal education. Students who completed the i-Learn Transition to High School program gave positive feedback about the experience, reporting that their approach to high school was made less complicated.
The schools standing within the local community is enriched and student outcomes are improved as demonstrated through the Tell Them from Me Tool.		Strategies were used to encourage parental completion of the Tell Them from Me Survey which resulted in a 19% increase in the feedback received. Scoring highly in the communication section was the ability to speak with their child's teacher and the principal and the helpfulness of the school's administrative staff. Although higher than the NSW Government Norm, parents commented that more was needed in the understanding of the report format and their child's progress. Parents support of learning at home was identified as an area of need.

Next Steps

Transition programs to be continued. High School staff will be accessed to improve knowledge of appropriate high school

campus enrolment.

Reporting processes will be developed further in the new School Plan.

Supporting parents to participate in their child's learning with strategies, ideas and interactive programs will also be offered.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Resource Allocation Model – \$8753	<p>100% of Aboriginal students had Personalised Learning Plans which are accessed through Sentral. These include goals for Literacy, Numeracy and Cultural Awareness.</p> <p>Funds were used to provide targeted support to individual students on a phonics based program and 1:1 instruction during Maths Mentals.</p> <p>Students celebrated NAIDOC week in Term 2 and in Term 3 had Bathurst Young Mob from Kelso High School who ran traditional Indigenous games, face painting and art activities with K–6 students.</p> <p>Student had a visit from Aunty Gloria who discussed connection to country with the Infants students.</p> <p>66.7% of Aboriginal students in Year 7 made greater than or equal to expected growth in Reading.</p> <p>100% of Aboriginal students in Year 7 made greater than or equal to expected growth in Numeracy.</p> <p>50% of Aboriginal students in Year 5 made greater than or equal to expected growth in Reading.</p> <p>100% of Aboriginal students in Year 5 made greater than or equal to expected growth in Numeracy.</p>
Low level adjustment for disability	Resource Allocation Model – \$17 260	<p>Funds were used to provide support to students requiring individualised Literacy programs. Two learning support officers were employed to work with students on Individual Education Plans.</p> <p>Disability Standards professional learning modules 4–8 were completed by all staff.</p>
Quality Teaching, Successful Students (QTSS)	\$9853	Executive staff mentored and supported all staff in developing their professional goals in Literacy and Numeracy, student welfare and new curriculum.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	65	73	64	73
Girls	59	56	60	62

Six classes were maintained in 2017.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.4	96.7	93.7	96.4
1	93.3	92.2	95.4	95.3
2	96.5	96.8	96	95.6
3	97	95.1	95.8	95.6
4	94.1	95.4	95.9	96.6
5	94.8	94.1	97.3	96.2
6	94.9	96	91.4	95.7
All Years	95.3	95.2	95.2	95.9
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

Attendance is 2 % above the state average. Students attendance is closely monitored with the support of the Home School Liaison officer. Students who have low attendance are referred to the Learning Support team and appropriate plans are put in place.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	0
Classroom Teacher(s)	5.65
Teacher of Reading Recovery	0.11
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.66
Other Positions	0

*Full Time Equivalent

7% of Perthville Staff are Aboriginal.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	90
Postgraduate degree	10

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Perthville staff in 2017.

Professional learning was provided to SASS staff and the principal in the implementation of Learning Management Business Reforms (LMBR). The new systems include finance, student wellbeing and administration.

Kindergarten staff completed Phase 1 of the L3 program.

Literacy support staff were trained in reading and phonics strategies.

Primary staff continued to focus on the teaching of the Numeracy and Literacy continuums and extend their knowledge of new curriculum.

Staff completed mandatory training in CPR, Anaphylaxis Practical Training, Child Protection and Code of Conduct.

All staff completed the "Smiling Minds" welfare program and Disability Standards Modules 4–8.

The Principal attended the John Hattie Visible Learning conference in Sydney and the High Impact Leadership conference in Goulburn and Dubbo.

The Principal was mentor for three Assistant Principals in the Wagga Wagga directorate.

The Principal attended the Primary Principals Council meetings and conferences in Mudgee and Sydney.

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	33,562
Global funds	128,563
Tied funds	160,691
School & community sources	52,775
Interest	891
Trust receipts	12,729
Canteen	468
Total Receipts	356,117
Payments	
Teaching & learning	
Key Learning Areas	10,239
Excursions	17,098
Extracurricular dissections	28,591
Library	1,084
Training & Development	6,440
Tied Funds Payments	73,116
Short Term Relief	8,046
Administration & Office	17,894
Canteen Payments	342
Utilities	14,901
Maintenance	5,471
Trust Payments	13,380
Capital Programs	6,545
Total Payments	203,146
Balance carried forward	186,533

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	214,680
Appropriation	190,348
Sale of Goods and Services	500
Grants and Contributions	23,720
Gain and Loss	0
Other Revenue	0
Investment Income	112
Expenses	-127,706
Recurrent Expenses	-127,706
Employee Related	-58,425
Operating Expenses	-69,282
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	86,974
Balance Carried Forward	86,974

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.

In 2017, the school commenced new programs in the Learning Business Management Reforms (LMBR). The school's new finance system commenced in September where significant training was delivered to SASS staff.

Part of the balance figure carried into 2018 is a \$30 000 Federal Government grant for the establishment of the After School Care Program.

The school leases the library to Galloping Gumnuts which provides a play-based preschool program for the Perthville community.

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	1,112,364
Base Per Capita	18,950
Base Location	2,083
Other Base	1,091,331
Equity Total	43,427
Equity Aboriginal	8,753
Equity Socio economic	17,414
Equity Language	0
Equity Disability	17,260
Targeted Total	59,980
Other Total	22,387
Grand Total	1,238,159

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.

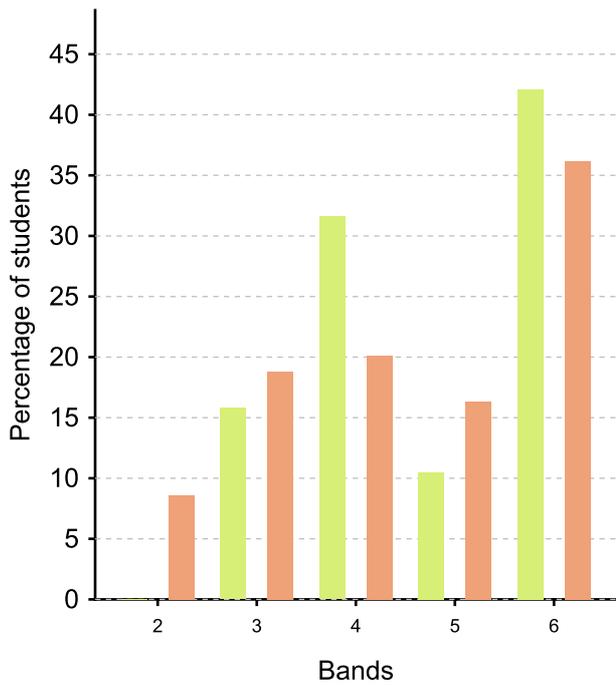
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

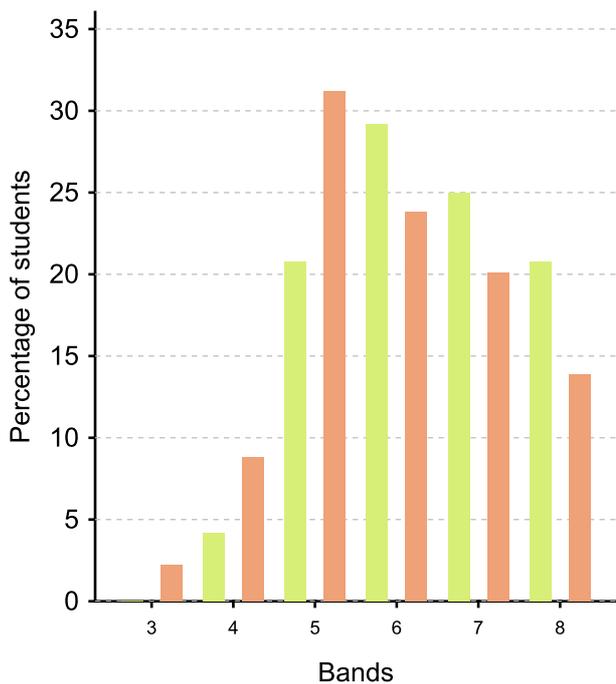
NAPLAN

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.

Percentage in bands:
Year 3 Numeracy



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 following information shows achievement of the Premier's Priorities in three areas:

68.4% of Year 3 students scored in the top two bands for Reading. This is a 23% increase

41.6% of Year 5 students scored in the top two bands for Reading. This is a 15% increase

45.8% of Year 5 students scored in the top two bands in Numeracy. This is 23% increase

The following information shows achievement of the Premier's Priorities for Aboriginal students:

100% of Aboriginal students in Year 3 ,5 and 7 performed in the middle bands. This will be a continued focus in 2018.

Parent/caregiver, student, teacher satisfaction

Parents

Parents were surveyed on school satisfaction using the Tell Them From Me tool. The Tell Them From Me survey had 19% increase in respondents from the previous year.

The school scored above the state norm in the following areas;

Two Way Communication , Parents feel welcome, Parents are Informed, school supports learning, school supports positive behaviour, safety at school and inclusive school.

The area scoring lowest was the 'parent supporting learning at home'.

A paper survey was also sent out. The following feedback was received:

Aussie Bush Camp Yrs 5-6

"My child was quite hesitant about this camp and even tried to get out of going. We looked it up online and talked about the fact it wasn't to scare him but to challenge him and push his boundaries a little. He came home incredibly proud of having had a fantastic time, stepping outside his comfort zone and trying new things. He thoroughly enjoyed something he feared he would dislike immensely. I was very happy to see his positive attempts and challenging himself recognised and rewarded with a blue award at the next assembly".

Stephanie Alexander Kitchen/Garden Program

"This is always a lot of fun and my kindergarten child always insists on making the food cooked at school again at home. It is also great to see the older kids working together and bonding".

Cycling & Bike Week

"My child was hesitant but loved bike week. Great confidence builder"

History Excursion to Gulgong/Red Hill Yrs 3–4

"My daughter loved this excursion and the teachers were great in helping her during this time. She learnt a lot."

Suggestions included:

- A change to parent/teacher interviews
- Change to the assembly time
- Moving swimming lessons to Term 4

The school will consider these suggestions in accordance with the school calendar.

Student

The following information was taken from the Tell Them From Me survey. The survey is taken by all Years 4–6 students.

97% of students believe that schooling is useful in their everyday life and that it will have a strong bearing on their future.

96% of students try hard to succeed in their learning.

93% of students reported that they do not get in trouble at school for disruptive or inappropriate behaviour.

87% of students are interested and motivated in their learning.

60% of students do homework for their classes with a positive attitude and in a timely manner. This will be a focus for 2018.

Teacher

The school scored above the state norm in the following areas:

Leadership, collaboration, learning culture, data that informs practice, teaching strategies, technology, inclusive school and parent involvement.

75% of staff strongly agree that school leaders are leading improvement and change and clearly communicate their strategic vision and values for our school.

Policy requirements

Aboriginal education

Personalised Learning Plans (PLPs) for all Indigenous students were developed and targeted areas were identified by teachers, parents and students.

Funding through the Resource Allocation Model (RAM) supported Indigenous students in targeted Literacy and Numeracy projects.

Students developed cultural awareness through the following activities:

- NAIDOC week in Term 2 where a special

assembly was held to recognise student achievement

- A visit from Bathurst 'Young Mob' from Kelso High Campus who ran traditional Indigenous games, face painting and art activities
- Local Aboriginal Elder visits from Aunty Gloria

Multicultural and anti-racism education

In Semester 2, during Geography lessons all classes completed a country of study. During these lessons classes learnt about the language, culture and various traditions of other nations. They discussed Australia's diversity and investigated multicultural heritage.

All staff were involved in Anti–Racism professional training. Classroom Teacher Jacquie Bicanic is the Anti–Racism officer for the school.