

Sawtell Public School Annual Report



2017



3042

Introduction

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

Michael Cheers

Principal

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Message from the Principal

Sawtell Public School provides an extensive range of educational and social opportunities for students. There is a balance between tradition and current best practice, preparing students for the 21st century. Staff, parents and students work collaboratively to create an environment that is happy and safe, giving students the best chance to succeed. Innovation in education is encouraged and supported.

The major educational focus of the school is on acquiring the basic skills of literacy and numeracy. In 2017 the focus was on teaching and learning in spelling, with world best practice researched to inform how we can best improve student learning in spelling. Students also participate in a variety of academic, cultural, social and sporting activities that utilise the skills of teachers and community members, and the rich environmental resources of the local area. Sawtell Public School promotes the values of collaboration, participation and respect. We encourage our students to try their best in all that they do and to participate as responsible members of their school and wider community. In all aspects of school life they are encouraged to follow the school motto and 'play the game'.

The school facilities continue to be improved and the facilities provided are utilized by the local community. The school and P and C engaged an urban space planner to create a visionary plan for the grounds and buildings. In line with this plan, 2017 saw the refurbishment of our old hall into a 21 century library facility bringing the library to a central place within the school with improved access to all. A classroom was refurbished to create a professional working space for staff. This new staffroom provides facilities for our growing staff.

Parents are an essential part of daily education practices and the culture of the school. They embrace our morning assemblies as we greet each other as a school community, celebrate belonging and discuss the day ahead. The P and C have again been a proactive and support body providing intellectual input, energy and financial support to the school.

Our balance of experienced, expert teachers and beginning teachers provides a high quality, dynamic education for students. Our staff continually seek self improvement and provide an enviable range of educational activities for students. Support staff help support teacher directed student learning across a wide range of activities.

As my principalship comes to an end and retirement beckons I know the school is in world class hands. It has been an honour to be a principal in a NSW Public School and especially in a school as dynamic as Sawtell PS. I have enjoyed getting to know thousands of families. I have especially enjoyed listening to the dreams and aspirations of students and hopefully I have helped them achieve their goals, and most importantly to think.

The school is a focus for the community and all stakeholders actively participate in preparing students as future highly functioning citizens. I certify that the information in this report is the result of an open school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

School background

School vision statement

Sawtell Public School is the heart of the community, a place where resilient, creative, active and passionate lifelong learners experience positive relationships and connectedness with the world around them. Caring, expert staff in partnership with families have high expectations and nurture happy, engaged, 21st century, learners who flourish in a modern, multicultural society.

BONGILBONGIL Community Of Schools Vision.

Bongil Bongil COS– where resilient, creative and passionate students experience positive and connected relationships with family, school, community, culture and environment supported by quality staff and schools.

School context

Sawtell Public School serves the township of Sawtell on the NSW mid–north coast. It is a medium sized school of 330 students and a focal point for the community. The school's students are drawn from a range of cultural and socio–economic backgrounds. Staff is a mix of dedicated, expert and beginning teachers and support staff. Tradition and values are recognised and reinforced through the school's culture and close links with the wider community. Students engage with learning through 21st century skills and technology. Sawtell Public School prides itself on being a school of opportunity. Participation in all aspects of school life is expected. Academic achievement is encouraged as is achievement in the cultural, creative, sporting and social spheres. The school motto 'Play the Game' is embedded in the school philosophy.

The school's FOEI rating is 90 and is a key figure in determining the school RAM financial allocation which is additional funding to target student learning.

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, the school provides a learning environment that is positive and inclusive, allowing all students to achieve their individual learning goals. Further development will focus on differentiation and students taking ownership of their own learning.

In the domain of Teaching, the school community was positive about our collaborative practices. An area of focus will be further development utilising teacher professional learning and the development of learning communities focussed on consistent teacher judgement.

In the domain of Leading, the school community was positive about the management of the school and the leadership skills and opportunities available to students. The area of future focus will be school planning and reporting processes.

The school has developed a digital tool for recording evidence of school excellence framework successes.

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

CURRICULUM– English and Mathematics

Purpose

The school will have a high quality of educational practices to enhance student achievement. Consistent teacher judgement, whole school planning and implementation of Literacy and Numeracy programs, in line with the new syllabi, will lead to improved outcomes for students. Parents will be active participants in student learning.

Overall summary of progress

Numeracy and literacy continued as a major focus in 2017 ensuring that the school delivers and improves upon high quality of educational practices to enhance student learning outcomes. Consistent teacher judgement, whole school planning and implementation of Literacy and Numeracy programs and professional development of staff have all contributed to improved learning outcomes for students.

Whole school automaticity programs in Numeracy have contributed to improved student confidence when working mathematically. This has been particularly evident in Stage Three classes where concepts are more complex. All class numeracy programs commence with automaticity activities and mental calculations. Staff received professional development in 'Maths and Movement' which has allowed teaching learning programs to cover multiple outcomes across the curriculum.

Teacher professional understanding of the Literacy and Numeracy continuums has significantly increased, resulting in all students' progress being monitored and plotted using PLAN. All teachers are using the continuums to benchmark students and develop lessons to move the students forward. Teachers have trialled a variety of Spelling strategies to refine and further develop a whole school Spelling program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1) To decrease the percentage of students in Year 3 performing below expectation on the Literacy and Numeracy Continuums in reading (from 18% in 2015 to 5% by the end of 2017) and Mathematics EAS (from 42% in 2015 to 10% by 2017).	Literacy/Numeracy tied grant – \$4709 SLSO support in classrooms. Community reading program	Targets were not achieved on the Literacy continuum. 49% were below expectation. However EAS results indicated that the target was almost met– 14% were below.
2) Year 4 students meeting or exceeding grade expectation in grammar, punctuation and vocabulary from school student report data to show an increase from 62% , in 2015 to 80% by end 2017.	0.1 FTE (\$5000)	Targets were exceeded. 84% of students met or exceeded grade expectations in grammar, punctuation and vocabulary.
3) All students will show an increase in accuracy and a decrease in processing time (automaticity) for age appropriate basic number skills, for each year 2015–2017 through data attained by a random sampling of students at the beginning and end of each year. (26% average across school in 2015).	Literacy/Numeracy tied grant – \$4709 SLSO – Classroom support 0.1 FTE (\$5000) QTSS funding – B.I.U. groups	The continuation of the third year of the automaticity program. The specific targeting of students identified in the middle bands of NAPLAN. Targeted Numeracy lessons for those students has led to greater confidence in Numeracy/Mathematics.

Next Steps

- Continue to refine and develop automaticity programs as well as communicating the importance to students, staff and the community.
- Develop and utilise specific learning intentions in all Mathematics lessons and explicit demonstrate to students and parents the progression on learning K–10
- Develop new assessment and diagnostic tools which assist students and teachers with identifying current strengths and areas for further improvement by utilising the Mathletics online resource.
- The Literacy team will co–ordinate the development of a K–6 Spelling strategy in line with current world best practice in Spelling pedagogy. The co–ordinated introduction will be in small steps to build confidence to ensure success. Resources will be produced for all staff to support them to introduce a co–ordinated approach. Investigate the introduction of L–3 framework.
- Develop teacher skills and confidence using CTJ when assessing writing using school developed rubrics.

Strategic Direction 2

21st Century Learning

Purpose

To empower all learners with skills to succeed in a digital world by teaching collaboration, creative thinking, problem solving, information skills, media skills, scientific methodology and global citizenship through multimedia texts to equip students for life-long learning and success in a global society. The whole school community will benefit from improved communication and be better prepared for future change.

Overall summary of progress

In 2017, Staff have experimented with using the 4C's framework (creativity, critical thinking, collaboration and communication) in their planning. All classrooms contain 4C's posters. Staff identified STEM/STEAM as a focus for the future and have begun experimenting with lessons in their classrooms. Staff have trialed 'online' programming and have been working towards collaborating on a template for Sawtell Public School's digital program. Staff ability in using technology more effectively for teaching and learning has improved. A technology matrix and scope in sequence is still in the draft phases.

An evaluation plan for Bring Your Own Device has been developed.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1) Daily classroom learning incorporates 21st Century Fluencies including creativity, collaboration, problem solving, Information and media, global citizenship and other skills as determined through research. Reflected in teacher competency survey increases	2 days TPL – \$1000	Classroom posters developed. Staff Professional learning in the 4 C's understandings and importance.
2) Development of 21st Century Skills matrix and students positively moving on the matrix.	1 day TPL – \$500 Staff Development Days	Stage three BYOD inconsistently used across classes. Some staff require more support.

Next Steps

In 2018 students in Stage 3 will continue to learn about using devices more effectively for learning and being responsible digital citizens. All staff members will engage in professional learning surrounding using technology more efficiently for learning. Using Google Drive as an organisational, planning and learning tool will be a focus for 2018. Stage 3 teachers will work up to using BYOD for at least one session per day. Current technology within the school including the school iPads, computers, smart boards, computers and Wifi will be evaluated by staff in order to develop a plan and budget for the future. The Bring Your Own Device program will be evaluated by students, staff and parents according to its effectiveness for learning. Staff members will engage with professional development surrounding STEM/STEAM activities and will experiment with lessons in their classrooms. Staff will collaborate to create and refine a corporate digital program that can be used across the school.

Strategic Direction 3

Wellbeing

Purpose

The whole school community engages in learning about holistic practices that develop and enhance wellbeing for all. A collaborative, caring and nurturing school community will best support students in achieving learning outcomes.

Overall summary of progress

Students and staff wellbeing is recognised and discussed at each Staff Meeting. This enables staff to communicate with each other regarding the needs of specific students. It also allows staff to become aware of the wellbeing of their colleagues.

School's Learning Support Team meeting weekly and driving the gathering of information, strategies and solutions to support students identified as requiring individual support.

Our continued whole school focus on engagement of holistic practices that develop and enhance wellbeing, has enabled both students, staff and parents to further cultivate a positive learning culture.

Kidsmatter program has created a school ethos that allows all stakeholders to have a sense of belonging within the total school community. Parents/carers feel confident in coming to the school to discuss concerns or their students progress.

The Leadership Program, which compliments the Bounce Back lessons, has enabled the Stage 3 students to have a deeper understanding of their role as buddies for Kindergarten students and mentors for their peers.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1) Wellbeing survey (Kids Matter–Bounce Back) used each year as a wellbeing audit tool to gauge wellbeing levels, shows positive growth in key areas.	ACTUAL QTTF = \$2050(ent) LAST = (0.1 ent per week x 10) = \$2025 PL = \$450 L/N = \$900 AB = \$300 Refugee = \$900 Global = \$1400 TOTAL =	DATA revealed 92% of students in a Kids Matter survey revealed that staff genuinely cared about their wellbeing.
2) 'Tell Them from Me' online survey to measure whole school wellbeing showing positive results.	<ul style="list-style-type: none">• Targeted student support for refugees and new arrivals (\$900.00)• Global (\$1400.00)• Literacy/ Numeracy (\$900.00)	Tell Them from Me' online survey to measure whole school wellbeing showing positive results

Next Steps

The school welfare and discipline will need to be reviewed in 2018 to ensure that it suits the current needs of Sawtell Public School. students as a consequence of new staff and the appointment of a new Principal.

The continuation of the Bounce back Program embedded throughout the school to strengthen the positive behaviour practices.

Build upon the Leadership Program with future school leaders, Grip leadership course for Year 5 and 6 students.

Introduce an awareness program designed for Stage 3 girls and boys highlighting mindfulness, an awareness of wellbeing and assisting them with building skills that young people can use in everyday life.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Non-ATSI and ATSI SLSO employed. (ATSI SLSO employed under ATSI employment scheme –no cost to school.) School received \$44828	ATSI students receiving support with learning in classrooms.
English language proficiency	Equity loading \$3159	EALD students progressing on ESL scales and with student outcomes.
Low level adjustment for disability	Teacher time to meet outside agencies. Equity Loading \$31707	Students with disabilities (non targeted) receiving classroom support.
Quality Teaching, Successful Students (QTSS)	Time for strategic teams to meet to in collaborative learning teams. QTSS funding (0.601) staffing entitlement	Strategic teams successfully drive initiatives in school plan to improve student learning. All students moving on continuums, using 21C skills and showing positive results on wellbeing
Socio-economic background	Low socio students involved in high expectation programs.No \$ funding for low socio students. Funding provided as 0.3 FTE (\$15000). Equity loading \$3714	Low socio students involved in high expectation programs.
Support for beginning teachers	Beginning Teachers supported in professional learning, teaching/learning program preparation and mentored by experienced teacher. \$20382	Beginning teachers developing pedagogy and improving student outcomes. Teachers' PDPs reflect effectiveness of support.
Targeted student support for refugees and new arrivals	Resources purchased to support classroom learning for student. Teacher days to support CT of refugee student. \$4978	Refugee student progressing on ESL scales.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	146	151	156	163
Girls	166	169	177	194

2017 enrolment increased quite significantly leading to the formation of a 14th class. Looking forward, these numbers may not be sustained with 58 Year Six students transitioning to high school in 2018.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.2	94.9	94.4	95.1
1	93.8	93.3	93.3	93.1
2	93.6	95	94.2	93.3
3	94.6	94.1	93.6	94.3
4	93.1	95.7	92.6	95.1
5	95.4	95.1	94.1	94.9
6	93.5	96	95.1	95
All Years	94.3	94.9	93.9	94.4
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	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

Sawtell PS attendance rates are mostly above state average for each grade. All attendance issues are resolved in accordance with DOE procedures.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	12.74
Teacher of Reading Recovery	0.5
Learning & Support Teacher(s)	1
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	3.02
Other Positions	0

*Full Time Equivalent

An Aboriginal Learning and Support Officer is employed to support ATSI students K–6. Support is given within classrooms as small groups and on an individual basis as directed by the classroom teacher.

The ATSI Aboriginal Learning and Support Officer also supports Year 5 and 6 students through the QuickSmart mathematics program.

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

Two long term temporary beginning teachers achieved accreditation as proficient. Three long term temporary beginning teachers were seeking proficiency. In 2017 no staff were seeking Highly Accomplished or Lead accreditation.

Three beginning teachers were supported through accreditation by a mentor. They were supported through additional professional development matching their performance development plan.

Professional development days were mandatory for all

teaching staff with part time staff employed to attend. Support staff attended mandatory sessions during staff development days. Professional development occurred on the five professional days as well as for one and a half hours one afternoon every fortnight. During the school year staff also attended professional development aligned to their personal development plans.

Mandatory professional development occurred for all staff including WHS, Anaphylaxis, Code of Conduct, Child Protection and Nation Disability Data.

Professional development aligned to the strategic directions in the school plan included: automaticity, grammar, spelling, continuums, 21century fluencies, Bounce Back and wellbeing.

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	71,731
Global funds	308,930
Tied funds	282,387
School & community sources	86,135
Interest	1,414
Trust receipts	2,662
Canteen	0
Total Receipts	681,528
Payments	
Teaching & learning	
Key Learning Areas	38,383
Excursions	32,162
Extracurricular dissections	17,112
Library	3,097
Training & Development	0
Tied Funds Payments	147,625
Short Term Relief	92,107
Administration & Office	57,094
Canteen Payments	0
Utilities	19,259
Maintenance	21,056
Trust Payments	3,051
Capital Programs	53,574
Total Payments	484,519
Balance carried forward	268,740

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	336,369
Appropriation	272,737
Sale of Goods and Services	656
Grants and Contributions	62,883
Gain and Loss	0
Other Revenue	0
Investment Income	93
Expenses	-253,436
Recurrent Expenses	-253,436
Employee Related	-172,007
Operating Expenses	-81,429
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	82,933
Balance Carried Forward	82,933

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	2,354,016
Base Per Capita	50,891
Base Location	2,898
Other Base	2,300,227
Equity Total	225,731
Equity Aboriginal	39,935
Equity Socio economic	51,686
Equity Language	3,159
Equity Disability	130,951
Targeted Total	72,972
Other Total	108,672
Grand Total	2,761,392

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

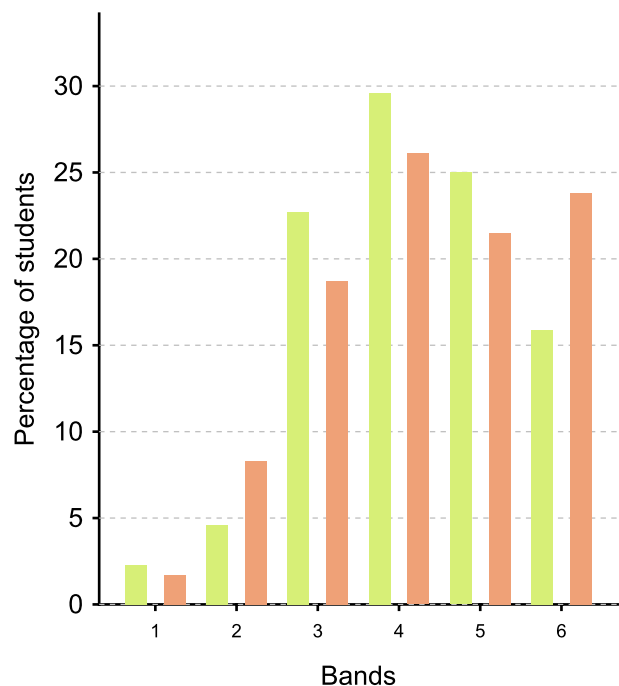
NAPLAN

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.

NAPLAN results were analysed and areas for improvement identified. Spelling is seen to be a focus area for 2018 across the school. Results in Year 3 Writing were equal to state average based on trend data. Whilst there are pockets of success overall trend data in 2017 indicates lower than expected achievements in NAPLAN.

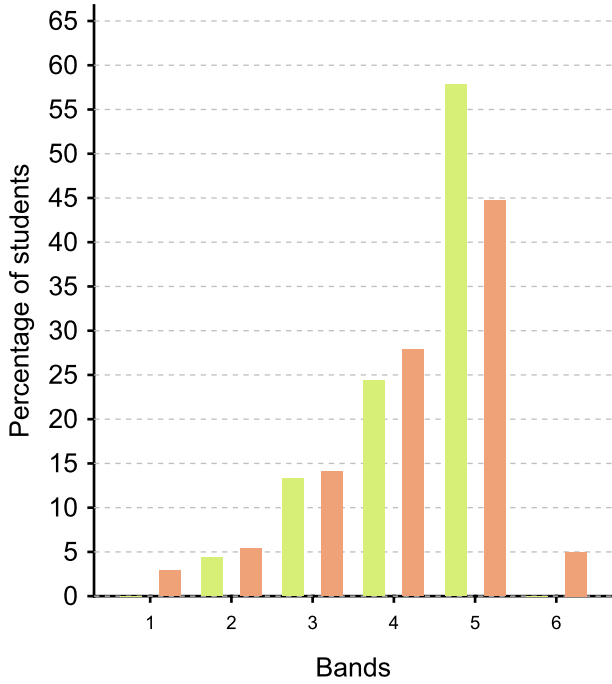
Further celebration Sawtell Public School Year 7 students have been consistently achieving greater than state growth average growth in Reading for the past 3 years, indicating that we are setting students up for success at high school.

Percentage in bands:
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	2.3	4.6	22.7	29.6	25.0	15.9
School avg 2015-2017	1.7	8.3	18.7	26.1	21.5	23.8

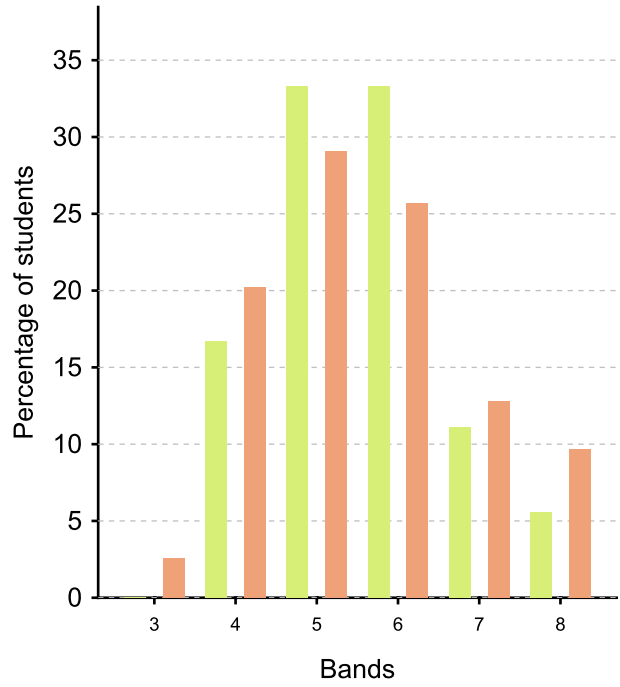
**Percentage in bands:
Year 3 Writing**



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	4.4	13.3	24.4	57.8	0.0
School avg 2015-2017	2.9	5.4	14.1	27.9	44.7	5.0

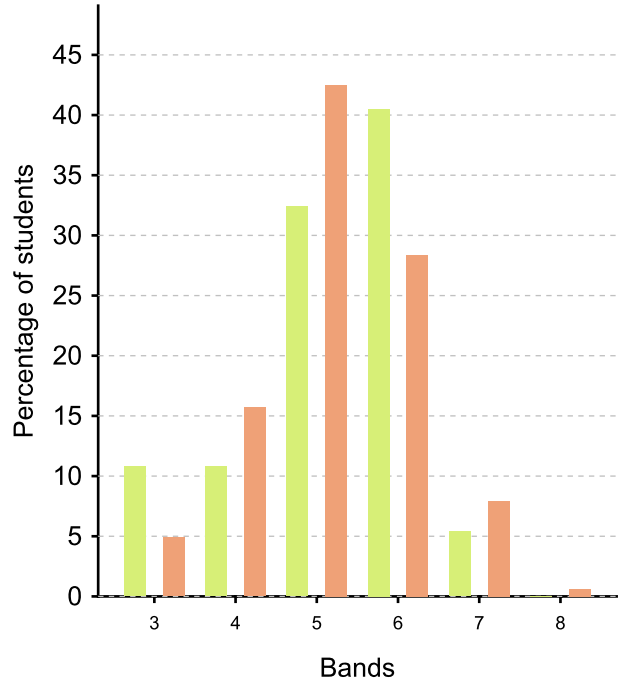
**Percentage in bands:
Year 5 Reading**



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	0.0	16.7	33.3	33.3	11.1	5.6
School avg 2015-2017	2.6	20.2	29.1	25.7	12.8	9.7

**Percentage in bands:
Year 5 Writing**



Percentage in Bands
School Average 2015-2017

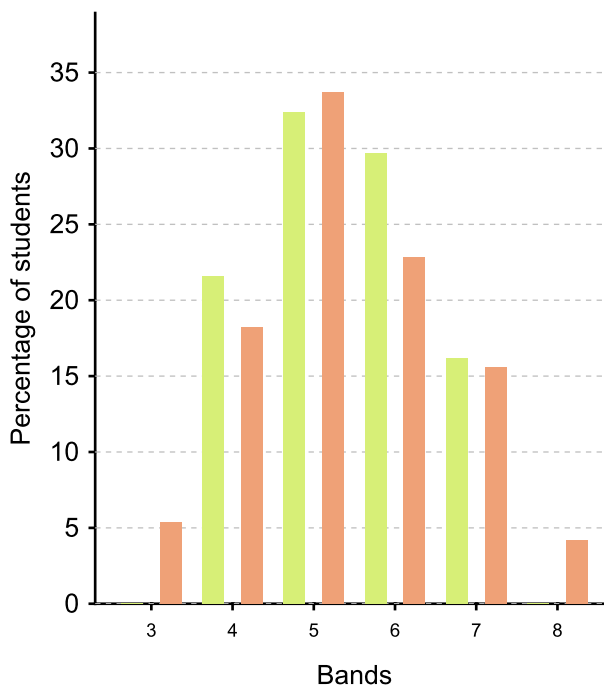
Band	3	4	5	6	7	8
Percentage of students	10.8	10.8	32.4	40.5	5.4	0.0
School avg 2015-2017	4.9	15.7	42.5	28.4	7.9	0.6

Analysed data from 2017 data revealed that that students growth from Years 3 to 5 was less than expected and below state averages.

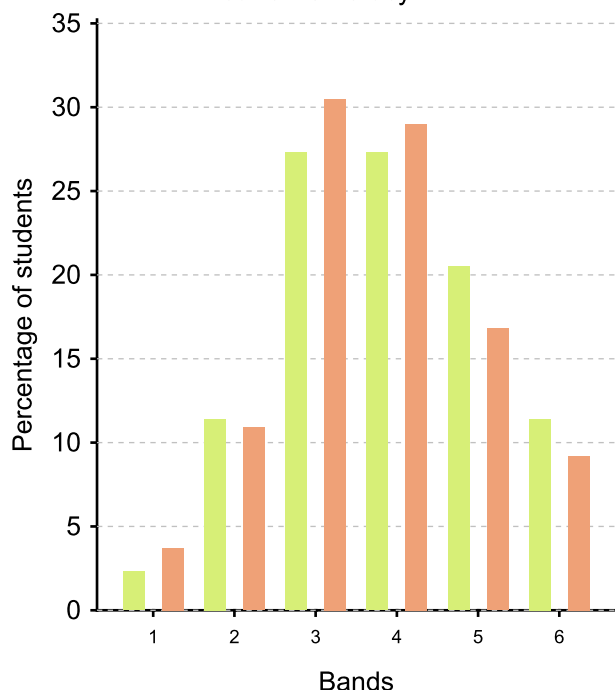
Deeper analysis of the numeracy data revealed that the students in year 5 were experiencing difficulty in deciphering multi-step word problems.

Further celebration Sawtell Public School Year 7 students have been consistently achieving greater than state growth average growth in Numeracy for the past 3 years, indicating that we are setting students up for success at high school.

**Percentage in bands:
Year 5 Numeracy**



**Percentage in bands:
Year 3 Numeracy**



■ Percentage in Bands
■ School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	0.0	21.6	32.4	29.7	16.2	0.0
School avg 2015-2017	5.4	18.2	33.7	22.8	15.6	4.2

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.>

Analysis of the 2017 data revealed that Year 3 ATSI students were all above proficient levels with 2 students in the top two bands in reading.

More needs to be done in achieving greater success for ATSI students in terms of them attaining the top 2 bands.

A positive note was that the data revealed that Year 7 ATSI students were some 30 points higher than state average in average growth in Numeracy.

Parent/caregiver, student, teacher satisfaction

In 2017 parents/carers, students and staff satisfaction was ascertained through a variety of formal and informal means.. These included formal online surveys using the KidsMatter website. In addition, formal focus groups and open comment letters were received from parents, students and staff..

Students gave feedback through student meetings and the 'Kids Matter' student survey. 94% indicated that

■ Percentage in Bands
■ School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	2.3	11.4	27.3	27.3	20.5	11.4
School avg 2015-2017	3.7	10.9	30.5	29.0	16.8	9.2

staff generally cared about their wellbeing.

Teachers gave feedback through discussions and ratings based on the School Excellence Framework as well as collaborative discussions at every staff meeting.

The vast majority of parent respondents were extremely positive with the school and the wide range of opportunities that the school provides for students, including band, choir, sport, dance and environmental education programs which were strongly supported. There were some common concerns including need for healthier food at the canteen, playground supervision and the desire to have a language taught to students. 95% of parent respondents made positive comment about school leadership.

Policy requirements

Aboriginal education

12% of the students identify as Aboriginal or Torres Strait Islanders. Every indigenous student has an individual learning plan which has been developed in consultation with parents.

An Aboriginal learning support officer was employed 4 days per week to give support to indigenous students in literacy and numeracy.

All indigenous students in Year 5 participated in the QuickSmart Maths program. Results again showed that indigenous students who participated in the QS program had greater improvement in numeracy skills than non indigenous students who did not participate.

NAIDOC Day was celebrated with all students engaging first hand with indigenous culture. Parents and students rotated through a number of activities including damper making and cooking, artworks, digital storytelling and craft.

During the Year 6 leadership camp an Aboriginal elder taught students about local Gumbaynggirr history and culture.

All Indigenous students in Year 6 receive a badge to acknowledge their role as Indigenous Student Leaders. Badges are pinned on students by their parents at a special induction ceremony.

Three teachers participated in "8 ways of Knowing" professional learning. Those teachers are now sharing that knowledge with colleagues and embedding the pedagogy into classroom learning and teaching.

Multicultural and anti-racism education

Multicultural education is embedded within all key learning areas.

Difference is celebrated as a strength for our society and school leaders regularly espouse this publically. Racism is not tolerated in any form.

The students within the school have embraced our refugee student from Eritrea. The student has developed strong supportive relationships with other students. The students have been supported with an EALD teacher helping them gain confidence and competence in English. The EALD teacher works closely with parents on student learning in Australia and school procedures.

Multiculturalism is celebrated during the year with special events such as Harmony Day. Students, parents and teachers attend in traditional dress and experience food and activities from different cultures. Diversity is celebrated and deep discussions are undertaken in classrooms.