

Singleton Public School

Annual Report



2017



3070

Introduction

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

David Crowe

Principal

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Message from the Principal

I am pleased to be able to present this Annual Report to the school community on my seventh year as principal of Singleton Public School. As with previous reports, I am astounded by the wonderful atmosphere and positive vibe that exists within our school on a daily basis. I am also pleased to report on the growth and development of students and staff across the school as we all work together to be the best that we can be. Throughout 2017, I have been fortunate to visit a number of other schools on official duties which has provided me with insight by which to compare the progress of our school. It is reassuring to know that not only are we matching other schools in many regards, we actually exceed in various areas, much to the benefit of our students and staff.

This is also my final Annual Report for Singleton Public School as I will commence a new position in April 2018. I have thoroughly enjoyed my time at our wonderful school and take many fond memories from the seven years. Singleton Public School has always been a great environment to work due to our wonderful student population, helpful and insightful parents, and most importantly our highly dedicated and supportive staff. I thank you all for your active participation in our great school.

School background

School vision statement

Singleton Public School educates its students to be respectful, responsible and quality members in a global community. It provides an inclusive working and learning environment where students, staff and the local community feel valued and supported through strong collaborative leadership.

We will achieve this by:

- Continuing to focus on our core values Respect, Responsibility and Quality.
- Encouraging hard work, resilience, excellence and collaborative leadership.
- Valuing all students in an inclusive environment with a strong focus on student wellbeing.
- Implementing and sustaining our learning programs within the school.
- Making strong connections with the local and global community to support our students in 21st Century learning.

School context

Singleton Public School is situated in a semi-rural and mining township 60km west of Newcastle. The school attracts a diverse student population with enrolments often fluctuating due to the economic climate of the mining industry. The school has had steady growth since 2011 with a current population 460 students which includes 15 students enrolled in our two Multi-Categorical support classes.

Singleton Public School has a wonderful mixture of experienced and new teachers who work together to foster a quality, learning environment that reflects our school's core values of Respect, Responsibility and Quality. Singleton Public School provides an all rounded curriculum with a wonderful balance of academics, sporting and cultural activities. Throughout the life of this School Plan a number of highly experienced staff are planning to retire, therefore the development of succession strategies is paramount for the continued smooth and successful operation of the school.

Student achievement has generally been comparable to (at or slightly above) State averages in the key areas of Literacy and Numeracy. A number of significant programs are being implemented to ensure students are provided best practices to improve learning outcomes.

The school provides wonderful opportunities with several cultural activities provided throughout the year. The annual pantomime creates a wonderful spectacle for the whole school community and majority of students participate in this amazing event.

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 Learning Domain, the school's on-balance judgement is that we are currently **Sustaining and Growing** in the key areas of **Learning Culture, Wellbeing, Curriculum and Learning**, and **Student Performance Measures**. We feel that we need to focus on improving in the area of **Assessment and Reporting**, accordingly our judgement for this area is at **Delivering**.

Similar judgements were made in the Teaching Domain; with **Effective Classroom Practice, Collaborative Practice, Learning and Development and Professional Standards** judged to be at the **Sustaining and Growing** level. Whilst **Delivering** in the area of **Data Skills and Use**, this has been identified as an area for specific focus for the next School Plan.

Greater understanding and authentic engagement with the School Planning process should see our on–balance judgement lift in future years from our current assessment level of **Delivering for School Planning, Implementation and Reporting. Leadership** and **Management Practices and Processes** were assessed at Sustaining and Growing, whilst **School Resources** was judged at **Excelling**.

Our self–assessment process will assist the school to refine our 2018–2020 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

Quality & excellence in student learning

Purpose

To improve the quality of teaching and excellence in all key learning areas by encouraging students to challenge themselves and work hard to produce quality work samples and learning outcomes.

Overall summary of progress

Value Added data (SCOUT) shows above expected growth across all measured levels – six year trend

Implementation of TEN/TOWN numeracy programs embedded across school

High levels of engagement in Aboriginal support programs

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Greater than 90% of students will experience academic growth based on school based assessment.	0.525 staffing allocation Additional support for students with academic programs Initial training in Seven Steps Writing program	Intensive Literacy Program has replaced Reading Recovery enabling more students across the school to be supported by specialist staff. Across the school, the percentage of students in the top 2 Bands for Literacy and Numeracy exceed the level set in the Premier's Priorities.
All students provided with programs developed to enhance growth and development.	Refer key initiatives – Aboriginal background funding Refer key initiatives – Low level adjustments for disability	Aboriginal students are supported in structured small group sessions as well as engaging in cultural identity programs. Genius Hour programs introduced for Stage 3 students to engage in 21st Century Learning strategies. Numerous student are supported in class and in the playground by team of SLSO and Learning & Support staff. Students enrolled in our Multi–categorical classes have engaged in integration programs when appropriate.
Staff are supported through professional learning in Curriculum Assessment and Reporting Policy	Staff professional learning (incl. courses, accommodation, wages) \$43600	Professional development opportunities have been conducted to enhance staff awareness and understanding of policy. Staff engaged in professional peer meetings to share information about specific student progress.

Next Steps

Aspects of the Strategic Direction will be considered in the new 2018–2020 School Plan, including;

Systematic tracking of student outcomes to help inform teaching practice including the implementation of new learning continuums to guide and monitor teaching practice.

Implementation of consistent writing program across the school to embed language and practice in all classes and ongoing investment into maintaining an effective home reading program.

Explicit instruction to be utilised to increase the number of students achieving in top 2 Bands of NAPLAN.

Strategic Direction 2

Develop Quality professional practices & leadership with staff supporting all students

Purpose

To create a positive school culture where staff members are responsible for their own educational journey through self-reflection, feedback, aspirations for leadership, striving for excellence within the classroom and a love of learning.

Overall summary of progress

Mandatory training and targeted PD has supported school based objectives.

Staff have higher level of cultural awareness specifically in the local area

Increased levels of peer observation and collaboration evident across the school

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Greater than 90% of staff have a professional learning plan and are addressing accreditation standards.		All teaching staff have active Professional Development Plans which includes observation of lessons and feedback by supervisors. School Support and Administration Staff have been introduced to PDP process and are have utilised 2017 as a familiarisation year.
Development of an explicit timetable plan for accreditation and evidence as part of the milestone process.	Staff provided awareness training through school based course	Teaching staff have been briefed throughout the year on the GTIL strategy. New scheme teachers continue to participate in and log appropriate professional development activities to achieve accreditation. Pre-2004 teachers have been advised of their standing within the NESA guidelines.
Individual class programs reflect current government policies and strategies.	Refer key initiatives – Quality Teaching, Successful Students	Programs demonstrate awareness and consideration of NESA and DoE requirements including accommodations for students with specific needs. More staff recording data on electronic platforms to assist with tracking student progress.

Next Steps

Aspects of the Strategic Direction will be considered in the new 2018–2020 School Plan, including;

Greater levels of structured collaboration by staff to enhance professional practice and improve learning outcomes for students.

All staff directly involved in addressing identified personal growth plans through the PDP process

Strategic Direction 3

Making Connection

Purpose

To build strong and sustainable connections with the local, educational and global communities to empower and encourage students and staff to be life-long learners within the 21st Century.

Overall summary of progress

Our staff continue to refine their skills in the use and application of technology to enhance, monitor and track teaching and learning.

Highly successful visit from Podu Elementary School in Term 3.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Directory of resources with external agencies to support students, families and staff.		Our school continues to develop new relationships with agencies across the Hunter Region as NDIS continues to be rolled out.
Pre/post evaluation on technology skills, utilisation rates, ability to develop	LMBR training \$6000 (wages, costs) Ongoing in house development	Basic introductions for staff in relation to programs through LMBR rollout. Trials by select staff of student assessment tracking programs and OneNote programs.
Effective cultural links made to enhance student learning	\$2000 to offset incidental costs of visit by Podu School (bus, catering) Refer Key Initiatives – Aboriginal background loading	Visit to Singleton PS by students and staff of Podu Elementary School and ongoing video-conferences. Strengthening of Aboriginal Culture program for students and staff.

Next Steps

Aspects of the Strategic Direction will be considered in the new 2018–2020 School Plan, including;

Increased usage of technology to track and monitor student progress at all levels, as well as enhance teaching and learning.

Ongoing support and growth of Creative Arts programs (Band, Choir) as a vehicle to engage with the community and support individual student interests.

Continuation of the Asian Connections with Korea program with Stage 3.

Review of administration and school processes to ensure best practice.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Resource purchases and cultural excursions and activities \$3500</p> <p>Literacy and Numeracy support program \$20000</p> <p>Cultural awareness training for staff \$1500</p> <p>Culture Action Team planning and review days \$5000</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$1 200.00) 	<p>Weekly Culture Club involving students K–6 including language, dance, art and storytelling</p> <p>Weekly intervention program to support Aboriginal students engagement with Literacy and Numeracy.</p> <p>Cultural awareness training for all staff through School Development Day</p> <p>Resource investment into ensuring Singleton PS is welcoming and engaging for all members of our Aboriginal community.</p>
English language proficiency	Wages \$14000	Withdrawal and in–class support for students that qualify for assistance through the program.
Low level adjustment for disability	<p>Staff wages \$19632</p> <p>Additional in–class support for new students \$9100</p>	Allocation of additional SLSO time and Learning & Support Teachers (LaST) to maximise learning both in the classroom and in play activities.
Quality Teaching, Successful Students (QTSS)	Staff allocation provided by Department of Education utilised to release Assistant Principals	Executive staff rostered off class to assist with school procedure development and professional development of staff.
Socio–economic background	<p>Support for educational expenses \$23500</p> <p>Community Liaison Officer \$4500</p> <p>Administration Support LMBR \$7700</p> <p>Reading Scheme resources \$17000</p> <p>Wellbeing programs staff and resources \$7500</p> <p>Kinder Transition program \$6600</p> <p>Extra–curricula programs \$5000</p> <p>Teacher support \$6000</p> <ul style="list-style-type: none"> • Socio–economic background (\$23 500.00) • Socio–economic background (\$17 000.00) • Socio–economic background (\$5 000.00) 	<p>Support with educational expenses such as uniforms, resources, and excursions.</p> <p>Staffing allocation to facilitate Wellbeing Wednesday program and assist in class/playground programs.</p>
Support for beginning teachers	<p>Teacher release and courses \$4660</p> <p>Wages T4 (outstanding acct pay 2018) \$5300</p>	One staff member qualified for the program in 2017. Additional release time and assistance from peer mentor allocated to assist in their development.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	225	232	231	252
Girls	200	207	231	222

Attendance figures have stabilised as all available permanent classroom are being utilised. Throughout the year, fluctuations occurred with significant enrolments presenting at the commencement of terms two and three.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96	94.4	93	95.1
1	96.5	92.5	92.5	92.6
2	94.1	95.1	92.3	93.6
3	94.3	93.5	93.8	93.1
4	94	94.1	91.2	93.5
5	93.8	93.2	93.4	93.9
6	91.9	93.7	91.3	92.7
All Years	94.4	93.8	92.6	93.5
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 at Singleton Public School is monitored through Sentral by the designated Assistant Principal (Attendance). Non-attendance concerns are flagged, monitored and followed up to ensure all students remain above 85% attendance levels. Staff follow a flow chart to ensure non-attendance issues are quickly addressed. SPS attendance profile is generally positive with minimal intervention required.

Class sizes

Class	Total
KS	21
KM	21
KL	21
1F	20
1LS	21
1H	21
2L	24
2J	23
2PD	24
3H	26
3A	31
4B	28
4/5S	28
4Z	29
5E	29
5/6I	29
6D	28
6M	28

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	18.1
Teacher of Reading Recovery	0.53
Learning & Support Teacher(s)	0.9
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	5.58
Other Positions	2

*Full Time Equivalent

Three teaching staff and a temporary SLSO identify as 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	87
Postgraduate degree	13

Professional learning and teacher accreditation

Staff have engaged in a range of mandatory and specific development courses throughout the year to best meet the needs of the school and our students. Professional development of staff occur through external courses, scheduled weekly staff meetings, allocated five School Development Days, and through the collaborative practices of staff.

Courses have included Cardio–Pulmonary Resuscitation, Asthma awareness training, collaboration strategies within the classroom, student wellbeing and trauma, Positive Education, Seven Steps of Writing, and Teacher Accreditation processes.

Throughout 2017, our in–school tutor has been available to assist colleagues with the implementation of TEN/TOWN numeracy. To highlight the power of student collaboration practices, the school participated in a professional learning day facilitated by KAGAN. In July, staff participated in local Cultural Awareness training with the support of the local AECG, the district Aboriginal Community Liaison Officer and our own Aboriginal Culture Team.

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.

As the school transitioned from OASIS to the new administration system prudent monitoring of school finances were maintained. As a result of these actions, a number of significant purchases to replenish existing resources (such as class readers) were actioned towards the conclusion of 2017.

A number of significant events impacting staffing across the school throughout 2017 has had an impact on the short term relief budget; however it is hoped that some of this amount may be reclaimed by the school at the commencement of 2018.

Income	\$
Balance brought forward	273,927
Global funds	266,342
Tied funds	294,717
School & community sources	140,979
Interest	3,696
Trust receipts	28,589
Canteen	0
Total income	734,322
Expenditure	
Teaching & learning	
Key learning areas	82,077
Excursions	55,590
Extracurricular dissections	33,535
Library	9,766
Training & development	2,930
Tied funds	301,128
Short term relief	98,188
Administration & office	55,905
School-operated canteen	0
Utilities	45,131
Maintenance	33,172
Trust accounts	23,282
Capital programs	27,884
Total expenditure	768,586
Balance carried forward	239,663

The information provided in the financial summary includes reporting from 1 December 2016 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	808,042
Appropriation	711,405
Sale of Goods and Services	840
Grants and Contributions	95,533
Gain and Loss	0
Other Revenue	0
Investment Income	264
Expenses	-502,645
Recurrent Expenses	-502,645
Employee Related	-300,795
Operating Expenses	-201,849
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	305,397
Balance Carried Forward	305,397

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.

As mentioned previously, extenuating circumstances have impacted short term relief however some of this may be provided as supplementation back to the school in 2018.

As the artificial turf and soft fall around the school deteriorates, replacement funds will be quarantined to assist in remedying these areas. These renovations may be extensive, therefore significant funds will need to be saved and combined with funds available through our P&C association.

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	3,007,956
Base Per Capita	72,577
Base Location	5,133
Other Base	2,930,246
Equity Total	354,540
Equity Aboriginal	56,100
Equity Socio economic	165,592
Equity Language	7,603
Equity Disability	125,246
Targeted Total	579,835
Other Total	537,466
Grand Total	4,479,797

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.

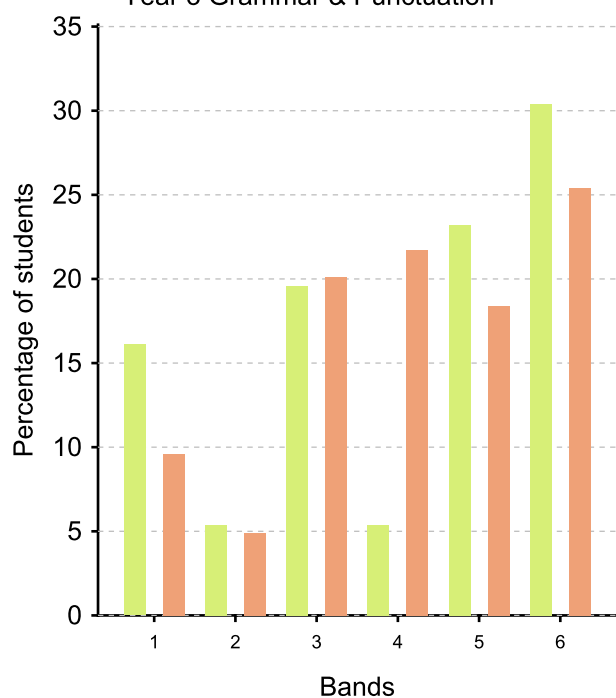
School performance

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.

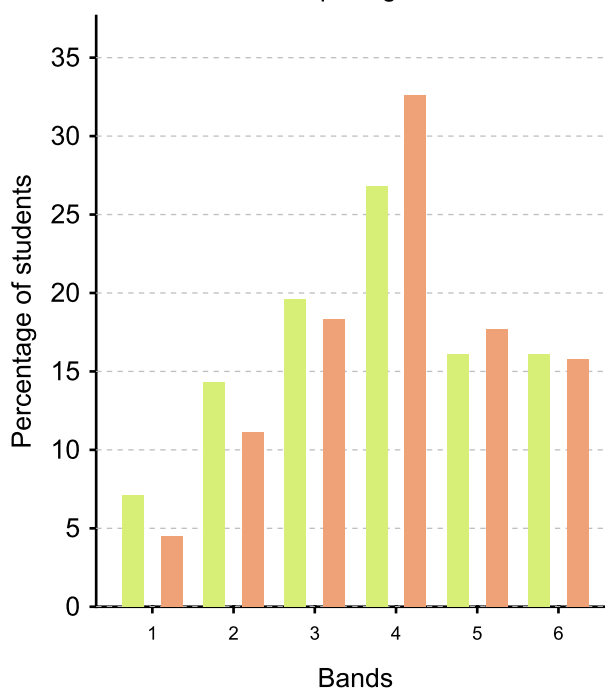
Very solid Year 3 results especially in the area of Reading. Of specific concern are the limited top Band results in Writing for both Year 3 and Year 5, therefore this aspect of literacy will be a focus for the upcoming 2018–2020 School Plan.

Percentage in bands:
Year 3 Grammar & Punctuation



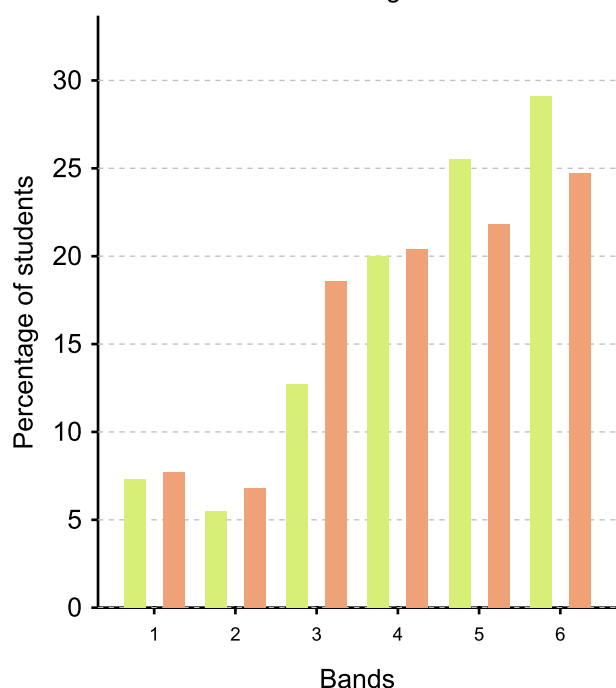
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Spelling



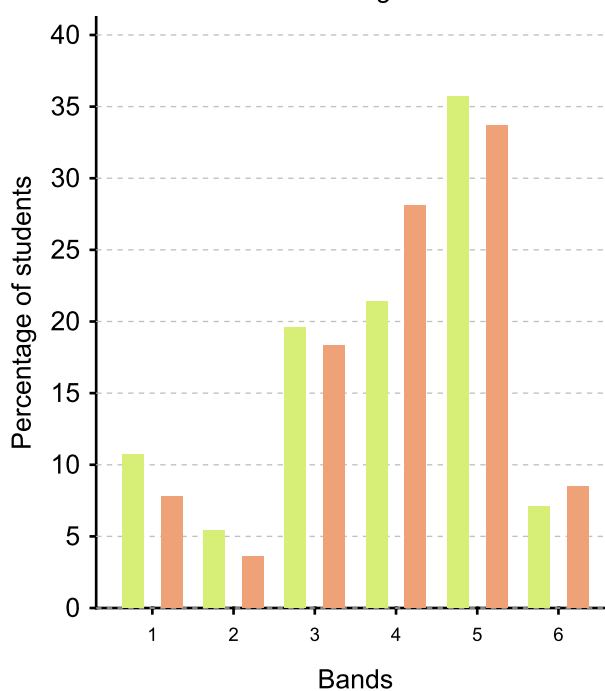
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Reading



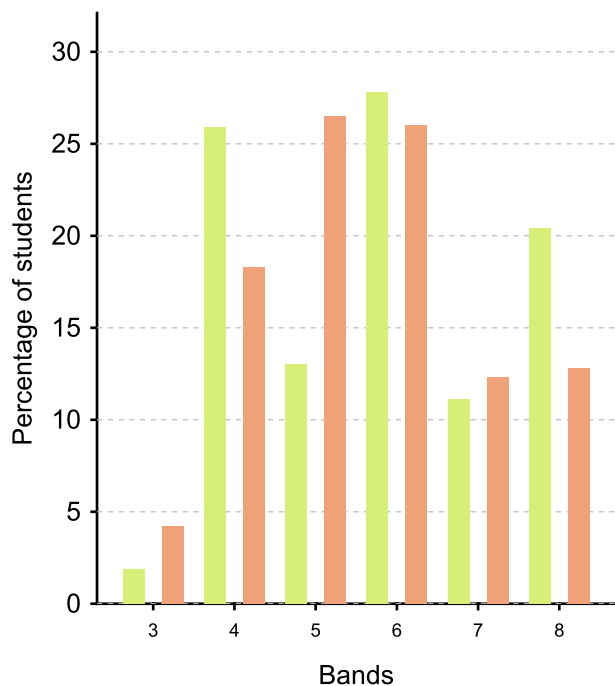
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Writing

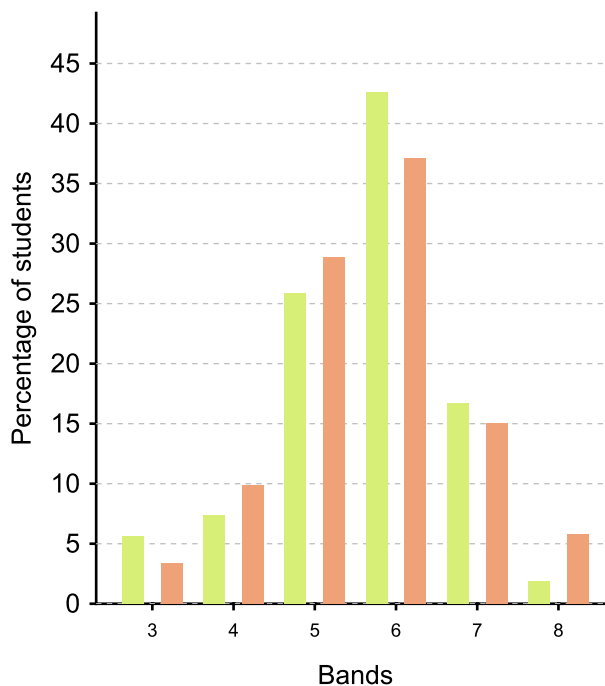


Percentage in Bands
School Average 2015-2017

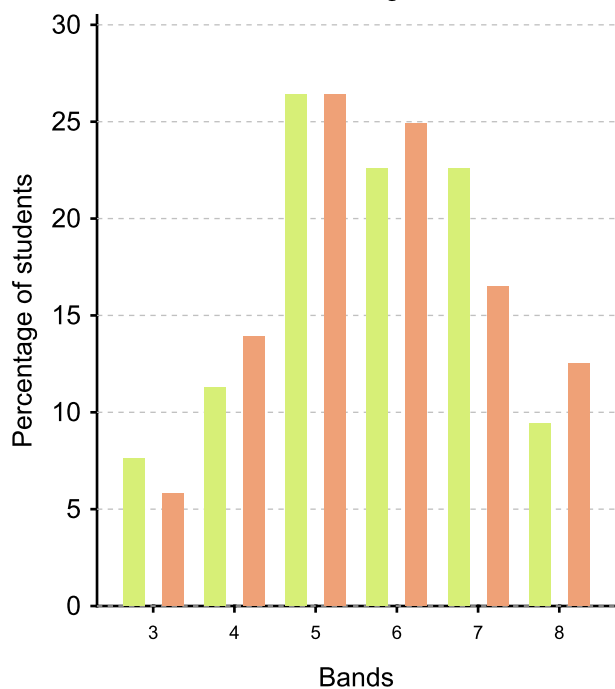
Percentage in bands:
Year 5 Grammar & Punctuation



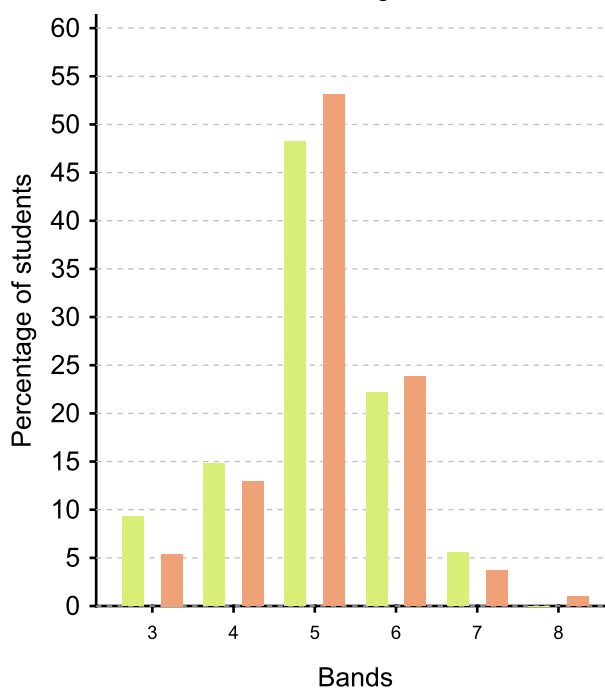
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



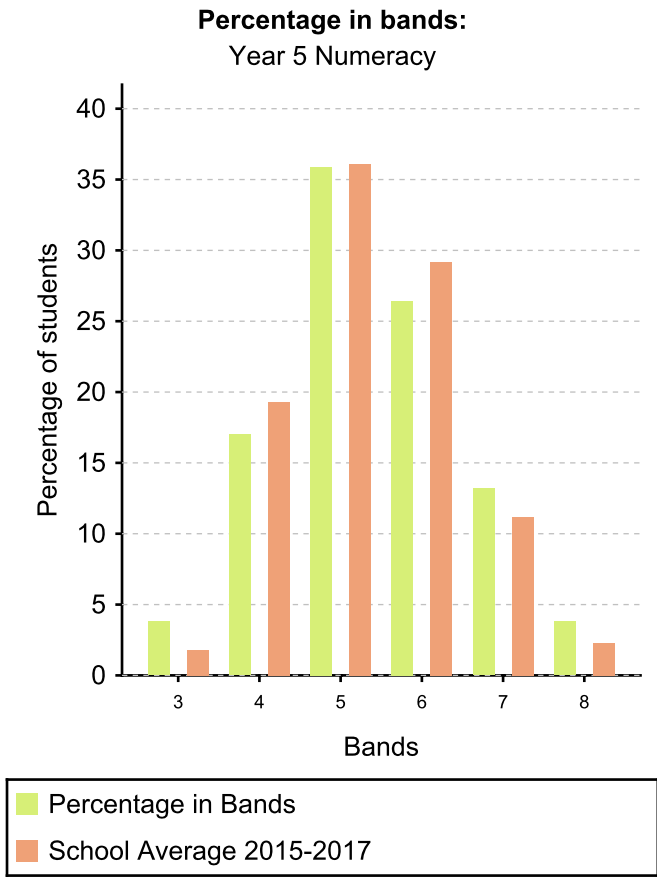
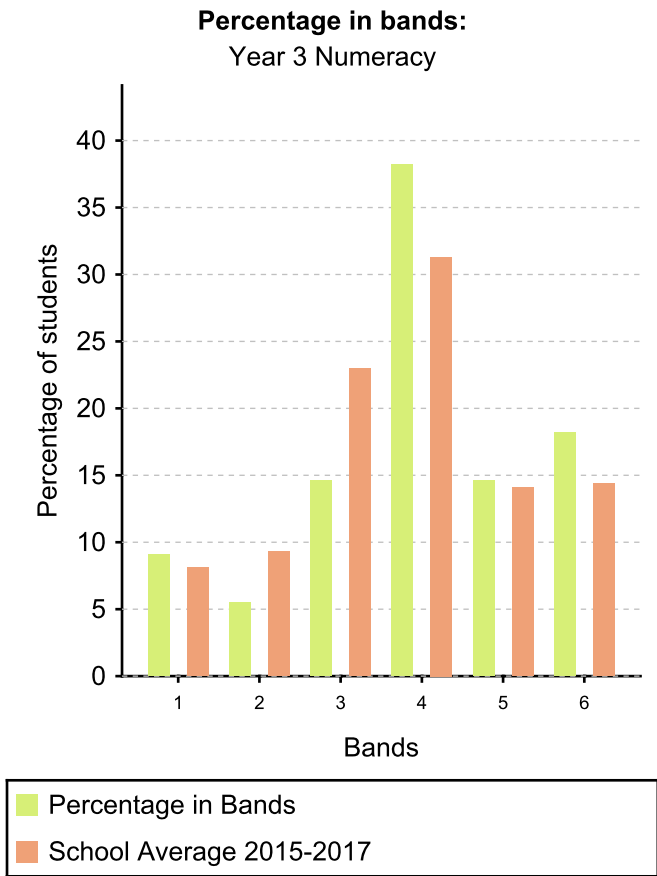
Percentage in bands:
Year 5 Writing



Significant achievements have been recorded in Year 3 numeracy. This cohort of students have been exposed to TEN numeracy strategies for the past three years; therefore it will be interesting to assess whether sustained achievements can be maintained in the future.

Similarly, it will be interesting to compare future results

in Year 5 numeracy to ascertain whether the TEN/TOWN mathematics approach contributes to improvements especially in the top two Bands.



Parent/caregiver, student, teacher satisfaction

Student Satisfaction

One hundred and fifty-two senior students (Years 4 –6) participated in the ‘Tell Them From Me’ student survey during Term 3, 2017 which focused upon Socio–Emotional Outcomes and Drivers of Student Outcomes. Whilst many of the findings were equal to or a slight deviation from state averages, the following areas were identified as being significantly diverse from state average:

- Only 56% of students had positive homework behaviours; the NSW norm for these years is 63%.
- Students reported the 90% of students had positive behaviour (not getting into trouble for disruptive or inappropriate behaviours), this compares to a State average of 83%.
- 96% of students reported that they tried hard to succeed in their learning. This compares directly to the NSW average of 88%.
- 59% of students surveyed responded that they believe that they will attend university when they complete high school.

Teacher Satisfaction

The Focus on Learning Survey is a self–evaluation tool for teachers and schools which is based on two complementary research paradigms. One is 'effective schools' research which has identified the most important correlates of student outcomes. The questions in the survey are grouped to assess eight of the most important Drivers of Student Learning. The second paradigm, related to Dimensions of Classroom and School Practices, is based on the learning model followed by the Outward Bound program.

Eighteen staff responded to a survey on 'Focus on Learning' during Term 3, 2017. The collated results were scaled on a ten–point scale with 10 indicating strong agreement. The following significant results reflect the views of the staff that participated:

- Twelve areas under three domains (School Context, Classroom Context and Family Context) of the survey scored an averaged result of 7.5, whilst one achieved 8.2 (Inclusive School) demonstrating improvement from 7.8 as recorded in the 2016 survey. The poorest result was recorded against questions responding to the use and application of technology at 6.4, however this result has increased from 5.9 as recorded in 2016.
- Staff indicated that they believed strengths existed in their capacity to share strategies and collaboratively plan for student engagement whilst catering for the specific learning needs of individual students, setting high classroom expectations, establishing clear expectations for classroom behaviour, deliver explicit instructions and provide timely feedback for student success, and strive to understand the learning needs of

all students.

- 56% of respondents identified that they received support to improve their teaching quality throughout the year and that they would like to undertake professional development in The Seven Steps of Writing.

- Analysis of data showed that new career teachers were more positive about the use and application of technology within their Teaching and Learning programs.

Parent/caregiver

The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school.

Limited numbers of people responded to the survey during Term 3, 2017 which may impact the vigour of the results. The collated results were scaled on a ten-point scale with 10 indicating strong agreement. The following significant results reflect the views of those that participated:

- Five areas of the survey scored an averaged result of 7.5, whilst one achieved 8.4 (Parents Support Learning at Home) compared to the NSW Government norm of 6.3. The poorest result was recorded against questions responding to the Safety at School at 6.8, compared to the NSW Government norm of 7.4.

- 29% of participants help at the school, in any way, every week and are involved in other school based committees.

- Throughout the course of the year 86% of participants have spoken with school staff on the learning or behavioural progress of their child, with 100% attending organised parent teacher conferences.

- 71% of participants expect their child to complete Year 12, with 57% of participants expecting their child to attend tertiary education. 100% of participants expect their child to attend TAFE education.

Policy requirements

Aboriginal education

Singleton Public School is fortunate to have a highly active and supportive Aboriginal Action Team (AAT) leading Aboriginal education and cultural awareness across the school. Working closely with the school executive and members of the local Aboriginal community, the AAT has implemented a number of key programs across the school that benefit our students, staff and the wider community.

In 2017, the school was able to provide:

- Three way personalised learning planning for all Aboriginal students that focused on academic, social and personal interests and development.
- Intensive in-class support for targeted Aboriginal students on a weekly basis to enhance basic skill

acquisition.

- Weekly Culture Club activities that are highly engaging and enjoyable for all involved which include learning about the local culture and heritage, basic Wonnarua language development, dance, art and storytelling. Many of the activities of the Culture Club centred on our cultural garden that was initially established with assistance from the Department of Local Lands and our Aboriginal parents and families.
- Highly engaging and interactive activities to celebrate NAIDOC Week.
- High level professional development of staff in local culture and an introduction to the '8 Ways of Learning' program.

During the 2017 presentation ceremony of Singleton Public School, Ruby Clayworth became the first recipient of the Yamama Award, our annual award to recognise outstanding efforts and leadership among our Aboriginal students. Ruby was also the recipient of a prestigious Galawa scholarship in 2017.

Multicultural and anti-racism education

Singleton Public School has a trained Anti-Racial Contact Officer (ARCO). With a small, yet diverse, group of students and families from differing cultures our school embraces multiple opportunities to encourage diversity and acceptance of difference. Of significance in 2017 has been the cultural displays in our Library featuring international days of significance.

Across the school, our staff teach varying aspects of multi-culturalism, including engagement in our Asian Connections programs which involves video conferencing with schools in South Korea and Indonesia.

Of highlight in 2017, was the visit to our school by nine students and two staff from Podu Elementary School during Term 3. Our visitors were billeted with our families and staff which provided the opportunity to visit many local attractions as well as share traditional Korean dance and games. Whilst Vegemite may not have been popular among the students and staff from Podu, visiting the local zoo and Newcastle were highly enjoyable and provided great insight into Australia.