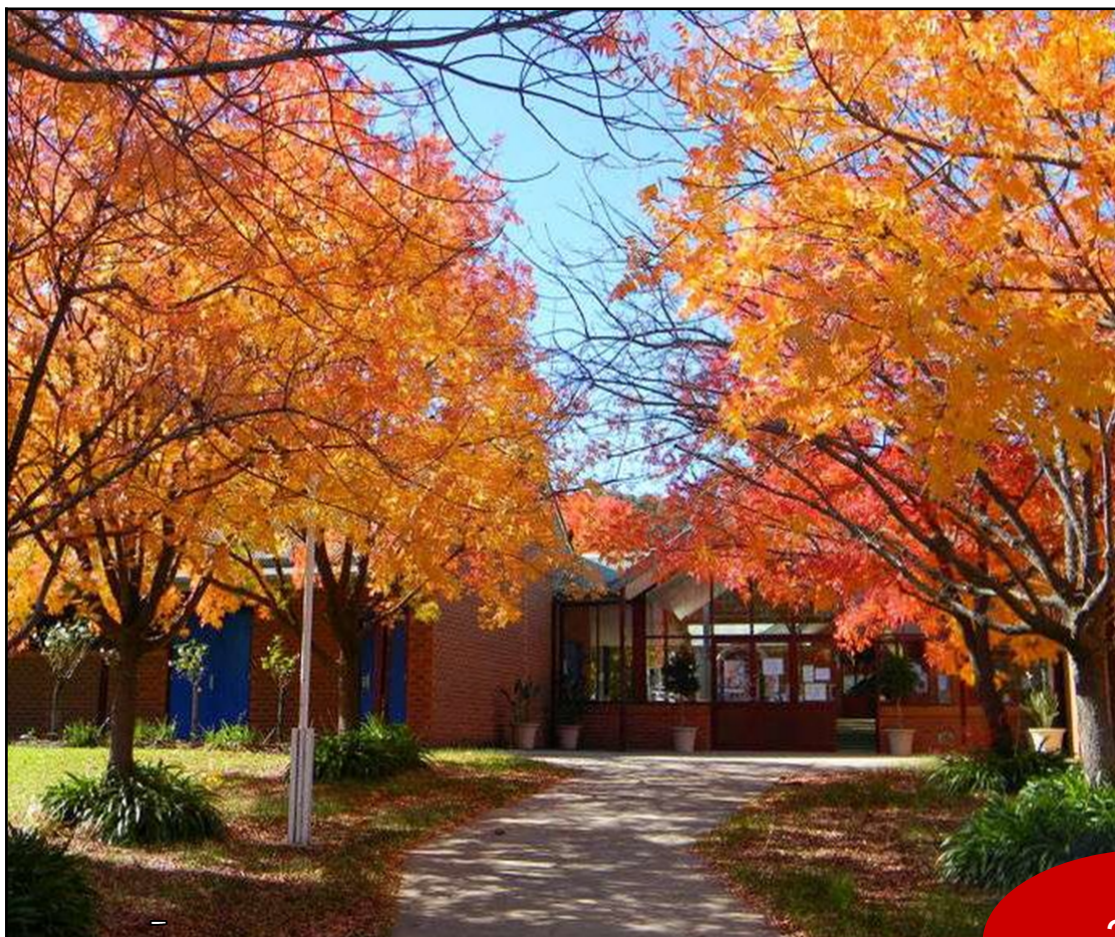


# Thurgoona Public School

## Annual Report



2017



3208

## Introduction

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

Theresa Kane

Principal

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## School background

### School vision statement

At Thurgoona Public School staff provide innovative teaching and learning programs that will engage and challenge students to achieve excellence. Students will become resilient, responsible, creative and successful lifelong learners.

### School context

Thurgoona Public School is a P2 school situated on the northern outskirts of Albury near the NSW/Victorian border. It has a student population of 560 students which equates to 23 classes. The school enjoys strong support from family and community members, and encourages and values this partnership.

The schools motto is 'learn to live and live to learn'. The premise behind this ethos stems from a belief that the school culture is focused on equipping the students with the dispositions to become successful life-long learners who have a thirst and a passion for knowledge.

Dedication and commitment from school staff combined with strong family support ensures that student academic, social and emotional growth and development is fostered.

Thurgoona Public School is an active member of the Northern Spirit Learning Community. Strong partnerships within the community of schools exist and have resulted in the establishment of networks to effectively build capacity 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.

During 2015, our staff at Thurgoona Public School used the School Excellence Framework as a tool to inform, monitor and evaluate our teaching practice. During Professional Learning sessions and staff meetings teachers reflected on the School Plan to establish milestones using the School Excellence Framework to determine areas of strength and development as we continue our journey toward excellence.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

In the domain of **Learning**, our efforts have focused on the tracking and monitoring of student learning and wellbeing, a reviewing of assessment schedules and a evaluation of student reports. We have addressed most of the descriptors ranging between Delivering and Sustaining and Growing Levels in the domain of Learning. Teachers in Early Stage 1 and Stage 1 have engage in L3: Language, Literacy and Learning Professional Learning which has led to increased differentiated practices, more precisely targeted learning opportunities, increased tracking of student results and enhanced collaborative practices amongst the stage.

All teachers utilise PLAN software to monitor and track student learning and utilise data to ensure teaching is at point of need. This information is updated every 5 weeks. Some stages have engaged in practices around visible learning that match the continuum target areas. This has enabled some students to begin to recognise and take ownership over their own learning goals. A review of assessment schedules has commenced and the Early Stage One Assessment Schedule has been completed. A whole school review of student reports was conducted and included the introduction of three way conferencing to compliment the reporting process.

The school promotes enrichment programs in many areas and opportunities such as dance, choir, debating, public speaking and Tournament of the Minds are provided to students. Learning and Support teachers regularly assess students and provide timely interventions to support improved student outcomes.

Our major focus in the domain of **Teaching** has been on collaborative practice for staff members. This has been

enhanced by the engagement in the L3: Language, Literacy and Learning professional learning and through the introduction of whole stage planning days that occur once a term. We have addressed most of the descriptors in Sustaining and Growing Levels in the domain of Teaching. The introduction of a classroom observation and mentor program provided an opportunity for staff members to reflect on teaching and provide explicit feedback to peers. Additional time was allocated for collegiate teams to collaboratively plan and develop teaching units, assessment tasks and provide peer mentoring.

The school identifies expertise within staff and further draws on this to develop its professional community. Professional learning goals for all staff are clearly outlined in Performance and Development Plans and result targeted professional development in to support professional need. The school strongly advocates and provides opportunities for all staff to pursue higher-level accreditation and leadership opportunities.

In the domain of **Leading**, our school has focused on partnerships with parents and the community with effective communication being a large focus. We have addressed descriptors ranging between Working Toward Delivering, Delivering and Sustaining and Growing Levels in the domain of Leading. The school community has been consulted in relation to forums to provide topics of interest for parents and current communication processes have been reviewed resulting in the purchase of a school APP. The APP provides instant up-to-date information to the school community. The introduction of 3 Way Conferences twice a year has meant that we have been able to engage our parents/ carers and students more proactively in the process of learning. Using an online booking system helped to streamline this process. Parents and community members have the opportunity to engage in a wide range of school-related activities and the school enjoys a positive and active relationship within the local community.

The new school planning and assessing processes are having a positive impact on our school. Details of achievements in 2017 and future directions provide valuable data to inform decisions relating to our 2018–2020 School Plan. Our self-assessment process will further assess the school to establish the strategic priorities in our school plan leading to further improvements in the delivery of education to our students.

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

### Leading Learning – Excellence in Teaching

#### Purpose

To create a powerful learning culture that equips our learning community with the tool to develop flexible mind sets which enable all stakeholders to become successful global citizens.

This is enriched by an unequivocal belief that all learners will develop dispositions of successful lifelong learning including the capacity to be resilient, resourceful, reciprocal, responsible and reflective.

#### Overall summary of progress

Staff are continuing to develop their understanding of how to use student data to inform teaching and learning. Increased levels of collegiality have developed across the school. Stage collegiate planning days, mentoring and classroom observations have contributed positively to this culture.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers work together to improve teaching and learning for all students. Teachers analyse and use student data to inform teaching and differentiate teaching and learning programs to meet the needs of all students.	Professional learning in collegiate groups  \$38 400.00	All staff update continuum data every 5 weeks. Collegiate teams are beginning to refine programming documents to clearly show differentiation linked to student data. All staff engaged in 'Bump it Up' professional learning which enabled them to generate reports to identify those students who are achieving 1 cluster below the expected grade level.  Staff from Stage 1 visited Wodonga Primary School to see the visible learning practices that were in place. Teachers then developed visible learning walls that are consistent across the stage.  A whole school transition program was trialled to see how we can create a smoother transition for students in each new grade. This helped to reduce some anxiety in students and enabled teachers to look at the various class dynamics to determine new class structures.  Early Stage 1 assessment schedule is complete. Stage Collegiate days each term provided opportunities for targeted professional development, analysis of data and program reviews.
Teacher mentor and observation program is embedded into school practice	Quality Teaching, Successful Students  \$32 402.00	Time allocation to facilitate teacher mentor and classroom observation program. As a result of Curiosity and Powerful Learning lesson observation/feedback documents were developed at a combined Northern Spirits Community of School staff meeting. Lesson observations were both within and across schools.

#### Next Steps

- Early Stage 1 and Stage 1 staff will continue Language, Literacy and Learning professional development.
- Establish strategies to support new teachers in Early Stage 1 and Stage 1 who have not participated in L3 training.

- School based L3 trainer.
- Continue to review and refine the K–6 assessment schedule and establish an electronic database to ensure transparent student tracking.
- Professional development linking student data to teaching programs.
- Share best practice demonstrating student data links to teaching at point of need.
- Develop a clear school improvement plan aligned to Curiosity and Powerful Learning strategies.
- 2 Teaching Staff to engage in the 7 Steps of Writing Training so that they are able to deliver this professional learning to Stage 2 and Stage 3 Teachers.
- QTSS funding to enable greater teacher observations to occur.
- Continue to refine consistent teacher judgement practices across stages and within and across schools.
- Build on the implementation of the whole school Transition Program.
- Students to engage in learning around the Alert Program to build self–regulation strategies and to enhance their overall wellbeing.



## Strategic Direction 2

### Building Our Community – Inspiring Everyone

#### Purpose

To extend links and build strong partnerships with parents/carers and wider community in order to provide a differentiated curriculum which meets the needs of students, staff and community.

To promote leadership opportunities and a sense of social responsibility while nurturing learners of the 21st century.

#### Overall summary of progress

The formal three ways conferencing in Term 1 was supported by a large number of parents who spoke highly of the opportunity to conference with teacher, parent and student. Student reports were reviewed K–6 and are prepared for parents at the end of each Semester. Communication was enhanced through the introduction of electronic communication and the installation of a new and larger school sign. Both communication upgrades were received favourably by the school community.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
70% of parents/carers feel there are informative, efficient and practical communication systems in operation.	Local Decision Making • Upgrade School Sign \$4304 • School Stream licence fee \$900	Increased hits on the school website shows that parents are accessing information about the school more regularly.  The introduction of the school APP has enabled enhanced and timely communication practices to occur between the school and parents/ carers.  The school newsletter
100% of parents receive effective feedback linked to their child's academic, social and emotional needs	Catering and resources \$700.00	The introduction of 3 Way Conferences twice a year enabled for greater transparency and ownership of learning goals. Utilising the online booking system made this a streamlined and effective process.  Parent information sessions based on Technology and L3: Language, Literacy and Learning were held which enabled those parents who attended to see the programs and strategies used within classrooms.

#### Next Steps

- Continue to look at the communication processes and practices to enhance this area at our school.
- Look at ways where we can continue to share student goals more regularly and consistently with parents/ carers.

## Strategic Direction 3

Environment – In a great place

### Purpose

To foster leadership skills and social responsibility.

To adopt an approach to student welfare, learning and engagement which demonstrates consistent expectations in a positive learning environment where success is celebrated; develops students to be resilient, caring and responsible citizens; and develops effective partnerships with our community.

### Overall summary of progress

A school culture of collaboration and trust was developing within and across collegiate teams. Professional development linked to school priorities enabled staff to deepen their knowledge and understanding of targeted literacy and numeracy strategies. The What Works Best framework provided a tool allowing staff to demonstrate their leadership when creating presentations for their collegiate teams. The School Wellbeing Policy was revised and presented to the school community for review.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school identifies expertise within its staff and draws on this to develop the professional community.	Professional development course fees \$22 433.00  Teacher release to attend professional development \$42 379.00	Staff across all collegiate groups used the What Works Best Reflection Guide. Teachers were given an opportunity to present a component of the framework and lead this to their teams.  Staff participated in professional development linked to school priorities and performance and development plans. This included all Early Stage 1 and Stage 1 teachers commencing Learning, language and literacy training.
The school implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.	Teacher time to provide extra-curricular activities \$8 484.00	A Working Party was formulated for interested staff to attend to reflect on the existing well-being policy. After a series of meetings, drafts and proposals a new wellbeing policy was created that aligns to the Wellbeing Framework.  Extensive opportunities existed for students to participate in academic and extra-curricular activities. This included Tournament of the Minds, debating, public speaking, chess, sporting and creative arts opportunities.

### Next Steps

- Continue to reflect on and refine the Wellbeing Policy so that it is embedding within the school structure.
- Teaching staff to engage in the 7 Steps of Writing Professional Learning and deliver this to the Stage 2 and Stage 3 Team.
- Assistant Principal's to analyse the PDP Goals across the school to identify trends and then look at capitalising on the expertise of the staff to support the achievement of goals.
- Developing alliances with outside agencies to enhance the school environment and support wellbeing. This could include the establishment of a sensory garden and exploratory natural environment in the playground.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Aboriginal Background \$17 169.00	Additional School Learning Support teacher time provided time for explicit teaching to support educational outcomes of Aboriginal students. Personalised Learning Pathways were developed and revised for all Aboriginal students and all Aboriginal students were tracked on the literacy and numeracy continuums. Release was provided for staff to attend the local AECG meetings and performance fees and catering expenses for significant events including NAIDOC Day were funded.
<b>English language proficiency</b>	English Language Proficiency \$873	Identified students were supported by Learning Support Officers.
<b>Low level adjustment for disability</b>	Low Level Adjustment for Disability \$147 533.00	A fulltime Learning Support Teacher provided specialised individual and group teaching to support students at point of need. All students requiring adjustments and accommodations were catered for within the school. The Learning and Support team continued to monitor students previously referred. Personalised Learning Plans were developed for all students identified in NCCD. Student Learning Support Officers worked with targeted students and implemented programs.
<b>Quality Teaching, Successful Students (QTSS)</b>	Quality Teacher, Successful Students \$32 402.00	Teachers were encouraged to reflect on their own practice and broader practices within the school through a mentor and coaching model. Executive time was allocated to enable the delivery of mentoring and coaching for all teaching staff. Classroom Observation documents were developed that linked directly to the Curiosity and Powerful Learning Theories of Action.
<b>Socio-economic background</b>	Socio-economic Background – \$66 403.00	Students were supported in learning and wellbeing opportunities. Funds were used to supplement student costs of school activities to ensure that all students had the opportunity to participate in excursions and extra-curricular activities. Additional Learning Support Officers were employed to provide identified students with additional support within the classroom, playground and special event days such as sporting carnivals.
<b>Support for beginning teachers</b>	Support for beginning teachers \$3 811.00	Beginning and New Scheme Teachers were supported with mentors and supervisors and access to additional explicitly identified professional learning. A number of teachers were supported as they completed their Accreditation.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	222	214	233	264
Girls	180	193	205	228

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	96	95.8	94.5	94.7
1	95.5	95	93.8	95
2	95.8	95.2	95	93.2
3	96.1	95	94.7	96
4	95.7	94.5	93.8	95.2
5	94.3	93.7	93	93.7
6	92.8	92.3	93.2	93.4
All Years	95.2	94.5	94.1	94.5
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 rates are above state averages. Staff are committed to improving attendance rates, including partial attendance. Strategies include letters to families following unexplained absences, meetings with families and the support of the Home School Liaison Officer.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	17.96
Teacher of Reading Recovery	0.74
Learning & Support Teacher(s)	1
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	3.21
Other Positions	0

\*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on the Aboriginal composition of their workforce. Thurgoona Public School has one Aboriginal staff member who is employed in a fulltime capacity as a School Administration Officer.

### 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	6.4

### Professional learning and teacher accreditation

The teaching staff at Thurgoona Public School participated in a number of professional learning activities designed to build the capacity of staff to achieve the key priorities in our School Plan. Professional development included:

- Participation in Curiosity and Powerful Learning to support the introduction of consistent teaching protocols and mentoring and engagement across schools.
- All Early Stage 1 and Stage 1 teaching staff commenced Language, Learning and Literacy Training.
- All staff completed mandatory training including CPR, Child Protection, Code of Conduct and

Anaphylaxis.

- Participation in the Northern Spirit combined staff development day focusing on Aboriginal education and cultural awareness.
- Staff successfully completing accreditation requirements.
- Assistant Principals participating in professional development aligned to the Albury Assistant Principal Network.

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

### Financial summary

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

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	473,589
<b>Revenue</b>	4,095,515
Appropriation	3,928,706
Sale of Goods and Services	5,982
Grants and Contributions	156,694
Gain and Loss	0
Other Revenue	0
Investment Income	4,133
<b>Expenses</b>	-4,116,843
Recurrent Expenses	-4,116,843
Employee Related	-3,624,683
Operating Expenses	-492,160
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-21,328
<b>Balance Carried Forward</b>	452,261

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	3,160,836
Base Per Capita	66,938
Base Location	3,629
Other Base	3,090,270
<b>Equity Total</b>	231,979
Equity Aboriginal	17,169
Equity Socio economic	66,403
Equity Language	873
Equity Disability	147,533
<b>Targeted Total</b>	135,342
<b>Other Total</b>	208,747
<b>Grand Total</b>	3,736,905

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

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

## School performance

### NAPLAN

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

**Year 3 NAPLAN** data from 2017 indicated that:

- Ninety-four percent of our students performed in band three or above in **Reading**. *Forty-four percent* of students scored in the *top two bands*.
- Eighty-six percent of our students performed in band three or above in **Spelling**. *Thirty percent* of students scored in the *top two bands*.
- Eighty-seven percent of our students performed in band three or above in **Writing**. *Fifty-four percent* of students scored in the *top two bands*.
- Eighty-six percent of our students performed in band three or above in **Grammar & Punctuation**. *Fifty-six percent* of students scored in the *top two bands*.
- Ninety-three percent of our students performed in band three or above in **Numeracy**. *Forty-three percent* of students scored in the *top two bands*.

**Year 5 NAPLAN** data from 2017 indicated that:

- Seventy-nine percent of our students performed in band five or above in **Reading**. *Thirty-eight* percent of students scored in the *top two bands*.
- Eighty-three percent of our students performed in band five or above in **Spelling**. *Twenty-six* percent of students scored in the *top two bands*.
- Eighty-eight percent of our students performed in band five or above in **Writing**. *Five* percent of students scored in the *top two bands*.
- Seventy-seven percent of our students performed in band five or above in **Grammar & Punctuation**. *Twenty-six* percent of students scored in the *top two bands*.
- Eighty-one percent of our students performed in band five or above in **Numeracy**. *Thirty-five* percent of students scored in the *top two bands*.

#### Percentage in Bands:

##### Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	4.2	1.4	23.6	26.4	25.0	19.4
School avg 2015-2017	4.4	5.9	22.2	24.9	23.1	19.5

#### Percentage in Bands:

##### Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	5.6	8.3	23.6	31.9	16.7	13.9
School avg 2015-2017	4.4	12.8	21.2	28.9	16.8	16.0

#### Percentage in Bands:

##### Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	2.8	4.2	16.7	22.2	45.8	8.3
School avg 2015-2017	1.5	5.8	14.4	30.5	36.2	11.6

#### Percentage in Bands:

##### Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	8.3	5.6	9.7	19.4	36.1	20.8
School avg 2015-2017	5.2	7.7	17.0	24.8	24.0	21.4

#### Percentage in Bands:

##### Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	5.6	14.8	11.1	29.6	22.2	16.7
School avg 2015-2017	7.9	14.9	17.2	30.3	22.5	7.3

#### Percentage in Bands:

##### Year 5 - Spelling

Band	3	4	5	6	7	8
Percentage of students	3.7	13.0	24.1	33.3	20.4	5.6
School avg 2015-2017	4.1	11.1	27.2	32.7	16.5	8.6

#### Percentage in Bands:

##### Year 5 - Writing

Band	3	4	5	6	7	8
Percentage of students	7.4	3.7	42.6	40.7	3.7	1.9
School avg 2015-2017	9.2	5.6	42.2	36.2	5.5	1.2

#### Percentage in Bands:

##### Year 5 - Grammar & Punctuation

Band	3	4	5	6	7	8
Percentage of students	5.6	16.7	16.7	35.2	13.0	13.0
School avg 2015-2017	6.6	15.1	22.1	32.7	13.8	9.8

#### Percentage in Bands:

##### Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	0.0	6.9	19.4	30.6	25.0	18.1
School avg 2015-2017	4.9	14.0	23.6	24.0	18.9	14.6

#### Percentage in Bands:

##### Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	5.6	13.0	29.6	16.7	20.4	14.8
School avg 2015-2017	5.4	21.0	23.6	25.6	13.5	11.0

*In 2017 in most areas the percentage of students in the top two bands was greater than the School average from 2015–2017.*

**Parent/caregiver, student, teacher satisfaction**

In 2017 the school sought the opinions of parents, students and teachers in a variety of ways. This included: Tell Them From Me Survey, school based surveys, feedback following meetings and professional development. Due to a limited number of responses from students responding to the Tell Them From Me Survey data was not available for the student cohort.

The Parent Tell Them From Me Survey indicated:

- Parents feel welcome at our school: 7.5
- Parents are informed: 6.8
- Parents support learning at home: 7.0
- School supports positive behaviour: 8.3
- The school is inclusive: 7.3

The Teacher Tell Them From Me Survey indicated

- Leadership: 6.9
- Collaboration: 8.1
- Learning Culture: 8.1
- Data informs practice: 7.6
- Technology: 6.1
- Teaching Strategies: 8.0
- Inclusive school: 7.8

Thurgoona Public School has maintained a focus on multicultural education by providing learning programs that develop the knowledge, skills and attitudes required for a culturally diverse society. The school ensures that practices result in culturally inclusive classrooms. This fosters an understanding of culture, cultural diversity and active citizenship in a democratic and multicultural society. The school ensures that culturally inclusive practices are embedded in teaching and learning programs.

Harmony Day was celebrated with students dressing in orange clothing and accessories. Students learnt about tolerance, differences and similarities of different cultures, and about life in different countries.

## Policy requirements

### Aboriginal education

All Aboriginal students have an updated Personalised Learning Pathway (PLP) which consists of their photograph and their personal educational goals. Parent and student input is sought to establish and monitor goals and evaluate progress. The PLPs continue with students as they progress through school.

A respect for the unique and ancient culture of the Aboriginal people is promoted at Thurgoona Public School through:

- Acknowledging the traditional custodians at all school functions.
- Embedding Aboriginal perspectives across all Key Learning Areas.
- Staff attendance at AECG meetings.
- Ensuring an AECG representative is a member of all employment panels.

Aboriginal students in Stage 3 were involved in an Aboriginal Public Speaking competition between schools in the Albury Network.

NAIDOC Week was celebrated at Thurgoona Public School. Students participated in various activities to support an understanding Aboriginal culture and tradition. A number of Aboriginal community members assisted with activities.

School students and community members were recognised at the Proud and Deadly Awards.

The school employs an Aboriginal School Administrative Officer who voluntarily liaises with families of Aboriginal students.

### Multicultural and anti-racism education