

Ulong Public School Annual Report



2017



3304

Introduction

The Annual Report for **2017** is provided to the community of **Ulong 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 towards its goal of providing high quality educational opportunities for all students. This report demonstrates how we have utilised resources and the expenditure of equity funding to benefit all students. As part of our evaluation process we have used a number of tools to determine this, including peer–assessment, self–assessment and reflection by students, teachers and families.

Surinder Kaler

Principal

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Message from the Principal

It is with great pleasure, I share some of our achievements of the year 2017. There are a vast array of wonderful educational opportunities that occur daily at this small school of excellence. The teachers in this school are highly passionate about public education and are committed to provide the best possible education to the students of Ulong Public School. We offer a progressive curriculum catering for diverse learning styles and a range of abilities. The staff of this school believe differentiating instruction is the key to reaching all students. Without an attempt to vary instruction to meet the individual needs of each student, the curriculum is bound to bore some and baffle others. The school therefore took on an extensive professional learning opportunity in how to differentiate and design various differentiated units of work. This project was collaboratively done with 6 other small schools known as the Orara Valley Learning Community. The school enjoys excellent community relationships with both the immediate and wider community, which allows us all to grow with and take pride in our student's developments and achievements.

The six Board of Studies Syllabuses including English, Mathematics, Science & Technology, Human Society and Its Environment, Creative Arts, Personal Development Health and Physical Education are fully implemented and all learning programs have their roots within the syllabus documents. We believe in the principles of continuous assessment for learning as well as skill mastery and we endeavour to recognise and celebrate progress and achievement as we travel the learning curriculum. In 2017, our Year 3 and 5 students sat for the National Assessment Program in Literacy and Numeracy. Our school results were excellent as every student showed outstanding growth.

Staff also participated in Early Action for Success, Sparky & Shady Program, Aboriginal language program, Premier's Sporting Challenge, Premiers Reading Challenge, Live Life Well @ School and Kids Matter training. The Kids Matter program was further developed to improve school–wide processes for student and community welfare and wellbeing as well as quality learning in all classroom settings. The school was also successful in receiving an Environmental Trust Eco Schools grant to enhance our Gumbayingirr gardens and improve our Live Life Well @ School program.

It is a great honour that I announce that we had fourteen of our students writing pieces selected by the Write4Fun organisation to be published in their short story compilation. The school received a certificate of excellence in honour of our achievements.

In 2017 we enhanced the school with new gardens, fresh paint and new 21st century learning furniture to give it a fresher look for the students. The school grounds look vibrant and welcoming, with the addition of colourful pencils demonstrating our core values and beautifully landscaped sensory and bush tucker gardens.

I certify that information in this report is the result of a rigorous school evaluation process and is a balanced and genuine account of the school achievements and areas of development.

Surinder Kaler

School background

School vision statement

At Ulong Public School every child is an individual who can learn to their full potential in a safe, nurturing and healthy environment that promotes student learning, wellbeing and engagement.

As a school, we enhance student learning with local, national, global and multicultural perspectives. As a community we inspire students to develop a passion for learning, assist students to achieve personal success in all endeavours and enable them to become engaged citizens who act with resilience and integrity.

School context

Ulong Public School is situated in the village of Ulong, forty kilometres west of Coffs Harbour, on the Mid North Coast of New South Wales. It is an isolated rural and remote village with a high transience and low socio-economic population, with a school FOEI of 162. The school receives additional funding of \$12,652 for its low SES and isolated rural location. This funding is used to reduce the impact of isolation by using video conferencing and interactive facilities in the classrooms. Virtual tours, as well as subsidising excursions and travel costs ensure full participation in excursions that would otherwise not be possible for all students.

The school is classified as a TP1 primary school with total enrolment of 21 students. There are a number of staff, a teaching principal, a second classroom teacher, a temporary part-time teacher for 3 days to cover the release from face to face program, learning support and library. There is also a school learning support officer for 3 days to run Multi and Mini Lit Programs, a general assistant for 1 day, and a school administrative manager for 3 days a week. All staff are highly skilled and passionate about their work. The school is an active partner in the Orara Valley Learning Community. Students participate regularly in community events and competitions, as well as activities with the Orara Valley Learning Community. They interact with other Orara Valley students to experience extension activities in academic areas such as gifted and talented programs, enrichment days, debating and sporting events and carnivals.

The School Excellence Framework is closely monitored to guide our teaching and achievements.

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, UPS has collected evidence to justify assessing our performance as sustaining and growing.

In the domain of Teaching, UPS has collected evidence to justify our performance as sustaining and growing.

In the domain of Leading, UPS has collected evidence to justify our performance as delivering.

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

Student Learning

Purpose

To produce classroom programs that explicitly teach students to be literate, numerate, creative, productive thinkers, problem solvers and users of technology. As a result of our classroom programs students will learn to think deeply and logically, and obtain and evaluate evidence in a disciplined way. Students will have opportunities to be creative, innovative and resourceful. Students will be taught how to plan activities independently. Students will learn how to collaborate, work in teams and communicate ideas to make sense of their world. As teachers we strive to build our capacity to meet the needs of a diverse range of learners.

Overall summary of progress

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Improved student performance in NAPLAN at or above national minimum standards.</p> <p>Every student having PLP's or ILP's.</p> <p>Effective use of Early Action for Success (EAfS) strategies in the K-2 and Focus on Reading (FoR) in 3-6 classroom.</p> <p>All teachers have embedded the Quality Teaching Framework and differentiated learning programs in their teaching.</p> <p>Staff are able to access peer mentoring across various schools.</p>	<p>Employed a SLSO to implement Multi & Mini Lit programs and support students with their reading.</p> <p>LAST & Instructional Leader employed once every fortnight to bench mark students and place them on the continuum to see all students were meeting the national standards.</p> <p>Support teachers with planning and programming.</p> <p>Teacher released to develop PLP & ILP's for all the students.</p> <p>Teachers released to do quality teaching rounds and classroom observations.</p>	<p>Students are slowly progressing and are working at expected levels on the Literacy & numeracy continuum.</p> <p>Teachers were able to differentiate the curriculum according to student needs that were addressed in the students PLP & ILP's.</p> <p>Collaborative teaching practices across all staff have been enhanced.</p> <p>Differentiated Programs were developed that enhanced student learning.</p> <p>All teachers undertook lesson observations of their peers from different schools to improve their teaching abilities.</p>

Next Steps

Continue peer mentoring to enhance teacher capacity to improve student learning.

Assess the PLAN 2 and school based data every 5 weeks to track student improvement.

Teachers continue their professional development to improve student learning.

PLPs & ILPs developed to provide individual learning plans to improve student learning.

Improving school based assessments and data collection.



Strategic Direction 2

Parent & Community Learning

Purpose

To improve parent and community involvement in the school and hence student involvement in their learning. It is important to have a strong bond and partnership between students, parents, carers, families, businesses and the broader community. We work together, not only to improve student learning but also to have mutual benefits like improved employment aspirations and opportunities. Partnership is essential in a small community because a school is a vital part of the local identity and history and gives a sense of self and pride.

Overall summary of progress

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parental engagement in P & C meetings/activities.	Funds were used to supply and cater refreshments to engage parents.	An increased number of parents have attended meetings to discuss programs.
Increased parental involvement in group activities.	Some funds were used from low socio-economic, community consultation and engagement funds to cater for community programs e.g Interrelate programs, Cranes, Triple P Parenting and Tuning In To Kids programs were offered.	Parent involvement in organising special days, themed food days and fund raising has increased.
Increased number of opportunities for active involvement in school by families and the community.	Funds were used to organise flowers and catering on special days, such as: ANZAC Day, Remembrance Day, Harmony Day, NAIDOC Week, Grand Parents Day and at the end of year presentations.	Community support for programs such as Cranes, community consultation and joint community celebrations have increased.
Staff contribute to professional networks across the Orara Valley Small Schools and build productive links with the wider community to improve teaching and learning.	Employed School Support Officer to liaise with the community & the wider community.	Informal yarns and afternoon tea attendance have increased. This gives parents/carers an opportunity to raise their concerns or to learn more about their child.
Positive feedback from the community and the wider community of Orara Valley.		Staff have been involved in professional learning with the Orara Valley Learning Community i.e. Differentiated Learning, Kids Matter & Focus on Reading 3–6.
		Staff have taken part in lesson observations within the school, Orara Valley Schools and larger Coffs Harbour public schools.
		The school has received a lot of positive feedback and has been acknowledged through thank you cards, verbal discussions and emails from parents and carers.

Next Steps

Staff to continue to interact in a positive manner with the parents and community.

We will focus on actively engaging parents and community members further with interest groups and activities run within the school context e.g. Clubs.

At least two weeks prior notice, will be given, to inform parents and community members of upcoming events.

Time will be allocated to telephoning families and offer personal, verbal invitations to school events.



Strategic Direction 3

Student Wellbeing

Purpose

To improve student resilience and wellbeing as they are essential for both academic and social development. Developing confidence and resilience within students will help them perform better academically. These skills can also contribute to the creation of strong social bonds and supportive communities, and the maintenance of healthy relationships and responsible lifestyles.

Overall summary of progress

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>To develop student's social competencies, resilience and sense of wellbeing.</p> <p>Develop home/school communication strategies which promote the schools approaches to wellbeing.</p> <p>Increase explicit teaching of healthy eating habits, good hygiene, emotional intelligence and physical and mental health.</p> <p>Development and implementation of Peer Support lessons in K-6.</p> <p>Implementation of KidsMatter program.</p>	<p>Sparky & Shady Program was implemented.</p> <p>Funds were allocated for community gatherings and catering for these meetings and assemblies.</p> <p>Funds were allocated from the Global funds to support the healthy canteen and Live Life Well @ School initiatives.</p> <p>Funds were used to buy Peer Support Program.</p> <p>Funds were spent to release teacher to undertake KidsMatter professional learning and implement this program in school.</p>	<p>Student records show no negative incidents. More resilient behaviour has been observed by the staff.</p> <p>Staff are engaging in open communication and professional conversations in their everyday interactions with families to support them in their role.</p> <p>Informing parents through various modes of communication e.g. newsletters, Skool loop App, flyers, notes, face book, front notice board and personal phone messages.</p> <p>The Live Life Well @ School program developed garden beds to grow fruits and vegetables. The Kids in Kitchen Program used this produce in the canteen.</p> <p>Students are eating healthier meals at school with the dollar Initiative.</p> <p>Students showed keen interest in peer support lessons and worked collaboratively with in their groups.</p> <p>KidsMatter cafe was developed as a socialising venue for parents.</p>

Next Steps

Continue with new and introduced initiatives like Live Well Life @ School, Kids in the Kitchen, Kids Matter and Peer Support.

Improve & strengthen parent involvement in extra-curricular activities.

Build on 'Kids Matter' in classrooms and move towards use of school values and displays.

Extend the link with welfare community agencies.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Teacher Release once a term. \$2000</p> <p>Inviting Elders for NAIDOC Week celebrations \$500</p> <p>Cultural Celebrations \$500</p> <p>Resources \$500</p> <p>SLSO 1/2 day each week. \$3,000</p>	<p>Aboriginal background loading was used to employ a SLSO to support our students with their learning. Our Aboriginal students have shown great improvement in their reading levels and are achieving stage appropriate results.</p> <p>Staff released to consult with parents to create personalised learning plans.</p> <p>Celebrated NAIDOC Week with Mark Flanders and other local schools.</p> <p>Students learnt and presented an Aboriginal dance and performed the Acknowledgement of Country in Gumbaynggirr language.</p> <p>Teacher was employed in Term 4 to teach Gumbaynggirr language.</p>
Low level adjustment for disability	<p>Total funding received \$23,696.00.</p> <p>Funding was used to employ a Learning and Support teacher 1 day a week.</p> <p>SLSO 3 hours a week and resources.</p>	<p>Employing STLA for an extra day every term to benchmark reading levels, to check fluency and comprehension.</p> <p>SLSO to support with reading and writing groups and to support EAfS.</p>
Quality Teaching, Successful Students (QTSS)	<p>\$1930.00 to employ an extra teacher to support the teacher for classroom observations and to review the school plan and student outcomes as a team.</p>	<p>Time to review the school plan and student outcomes. Classroom observations were organised within and out of the Orara Valley Learning Community.</p>
Socio-economic background	<p>Total Funds received \$34,709,00.</p> <p>Funds were used to employ a teacher and an SLSO to run specialist programs e.g. Multi Lit and Mini Lit.</p>	<p>Additional staffing used to target specific needs. Early Intervention and entering Best Start data.</p> <p>SLSO to implement Mini-Lit and Multi-Lit.</p> <p>HSIE and Science Excursions & incursions.</p> <p>Review welfare and discipline system to incorporate school values.</p> <p>Kids Matter Program implementation and training to strengthen social & emotional wellbeing.</p>
Rural & Remote	<p>Funds were used to invite specialised groups to provide learning experiences at school.</p>	<p>Funds used for excursions and incursions.</p> <p>Enrichment and sporting carnivals.</p> <p>Virtual tours.</p>
EAfS	<p>No funds were allocated, however, \$3000 was allocated from RAM to support teacher training and resources.</p>	<p>Teacher relief was provided for training and specialist instruction from our Instructional Leader and EAfS professional learning.</p> <p>All students have identified learning plans and goals.</p>

EaFS

No funds were allocated, however, \$3000 was allocated from RAM to support teacher training and resources.

Regular monitoring and entering PLAN data on the continuum.

Reading resources purchased.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	9	10	14	10
Girls	17	14	11	10

The school this year has a fairly even mix of boys and girls. An advantage of a small school is that boys and girls learn, play, co-operate and communicate together which encourages gender equality. Interaction is usually interest based rather than gender based.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.8	88.8	98.3	93
1	92.8	94.9	86.7	96.2
2	97.6	93.8	91.4	89.7
3	91.8	96.5	90.8	79.6
4	94.7	91.8	95	88.2
5	91.7	94.7	89	91.5
6	98.9	95.2	93.7	87.4
All Years	94.5	93.6	92.1	89.4
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

Student attendance is marked each day by the classroom teacher. If a student is absent, on the day of return, they are given a blue absence note to take home for parents/caregivers to sign and give reasons for absence. If the blue note has not been returned promptly a subsequent orange note is sent home with the dates absent listed, for the parent/caregiver to complete and sign. If this note is not returned then

the absence is unjustified and appropriate changes are made in OASIS.

If a student is absent for 3 days or more the family are contacted and asked to provide verbal reasons for the absence.

Absences are also recorded by staff when a parent /caregiver contacts the school.

Partial absences are recorded by the parent/caregiver completing a red (late arrival) or a green (early departure) note at the office. The absence is then written on the Attendance Sheet and recorded in OASIS.

If absences are prolonged or are becoming too frequent the HSLO is contacted.

Due to the small size of the school, having even one family with poor attendance can have a significant effect on the attendance statistics.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.58
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.7
Other Positions	0

*Full Time Equivalent

Ulong Public School had employed 1 staff member to teach Gumbaynggirr language to the students one day a week. A local youth, Tom also worked on a volunteer basis to teach some Aboriginal dance moves to the students and taught them how to play the didgeridoo. He also told and explained some Dreamtime stories.

Ulong Public School has a part time teacher for 3 days a week who is responsible for the literacy and numeracy needs of the K–2 students. She is responsible for implementing the EAfS and L3

strategies in the classroom. The teacher works closely with an Instructional Leader to assist her with important skills and planning.

An experienced science and technology teacher was employed one day a week to teach Science and Technology including coding and 3D printing. The school also employed a teacher one day a week to focus on sports and a teacher one day a week to teach music. The school believes in employing teachers with particular strengths to enable our students to get the best results.

The school employed a LAST to assist students with learning difficulties one day a week and the school counsellor comes to school 1 day every fortnight.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	50
Postgraduate degree	50

Professional learning and teacher accreditation

Throughout 2017, staff at Ulong Public School participated in a range of professional learning activities. Professional learning opportunities included workshops, conferences, video conferences, Adobe Connect sessions and training days on a range of topics.

Professional learning for staff included but was not limited to:

Understanding the RAM, Adobe Workshop, LMBR Training, PL sessions with EAfS Instructional Leader, EAfS Professional Learning, Introduction to Performance and Development Framework, Conferences, Principal Network meetings, Orara Valley Community of Schools Project Based Learning and Learning Pit Project, Mid North Coast K-6 PDHPE and Sport, Kids Matter training, SASS information expo forum, Oliver training, Scout training, Live Life Well @ School conference and training on Film Pond.

Mandatory compliance training including but not limited to:

First-Aid, E-Emergency Care, CPR, Child Protection Update, Code of Conduct and Anaphylaxis e-training.

Of the teaching staff who work at the school, two of them are New Scheme teachers and both are accredited at Professional Competency.

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.

<You may use this text box to comment on:

- voluntary school contributions
- any significant variation between income and expenditure
- high levels of retained income and retained income held in trust
- significant expenditure on student curriculum materials, resources and technology.>

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Receipts	\$
Balance brought forward	183,198
Global funds	68,222
Tied funds	54,762
School & community sources	912
Interest	1,997
Trust receipts	462
Canteen	0
Total Receipts	126,355
Payments	
Teaching & learning	
Key Learning Areas	2,810
Excursions	0
Extracurricular dissections	2,450
Library	390
Training & Development	371
Tied Funds Payments	41,715
Short Term Relief	2,195
Administration & Office	10,789
Canteen Payments	0
Utilities	4,932
Maintenance	2,865
Trust Payments	1,198
Capital Programs	3,818
Total Payments	73,533
Balance carried forward	236,020

	2017 Actual (\$)
Opening Balance	0
Revenue	240,379
Appropriation	236,714
Sale of Goods and Services	0
Grants and Contributions	3,458
Gain and Loss	0
Other Revenue	0
Investment Income	207
Expenses	-38,968
Recurrent Expenses	-38,968
Employee Related	-25,053
Operating Expenses	-13,915
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	201,411
Balance Carried Forward	201,411

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.

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	327,300
Base Per Capita	3,821
Base Location	12,652
Other Base	310,827
Equity Total	61,544
Equity Aboriginal	3,139
Equity Socio economic	34,709
Equity Language	0
Equity Disability	23,696
Targeted Total	0
Other Total	1,943
Grand Total	390,787

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

Due to the small number of students in years 3 and 5 at Ulong Public School, the schools data is not published to ensure individual students cannot be identified.

Students do however demonstrate substantial growth in literacy from Year 3 to Year 5.

Students do however demonstrate substantial growth in numeracy from Year 3 to Year 5.

Due to the small number of students in years 3 and 5 at Ulong Public School, the schools data is not published to ensure individual students cannot be identified.

Students do however demonstrate substantial growth in literacy from Year 3 to Year 5.

Students do however demonstrate substantial growth in numeracy from Year 3 to Year 5.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Responses to the surveys are presented below.

85% of students, 100% of staff and 70% of families responded to our school surveys in 2017.

100% of staff, students and families believe the school is well maintained and is a safe place.

100% of staff, 90% of students and 95% of families believe that the school is continually looking for ways to improve and differentiate student learning. They also believe that the school provides constructive and useful feedback regarding student performance.

100% of the staff, students and families feel that every student's wellbeing is taken care of and that the staff have high expectations of every student and believe they can achieve their goals.



Policy requirements

Aboriginal education

Aboriginal education is an important part of the curriculum. Therefore, to better understand Aboriginal culture, staff attended 3 days of professional learning on Connecting to Country. The MGoals program was used to upload students PLP's and achievements. Ulong Public School also uploads videos to the site to share the students learning. All students at Ulong Public School take part in celebrating NAIDOC Week. Every student was involved in Dreamtime storytelling, making damper and boomerangs, and hearing about Aboriginal customs. The school also acknowledged National Reconciliation and Sorry Day. Aboriginal elders were invited to the school and they shared in hand printing on canvas and provided interesting information about the Gumbaynggirr Nation. Every student from an Indigenous background has a PLP which is created after having a meeting with their family.

Stage 2 and some Stage 3 students participated in an overnight excursion to Yarrowarra Cultural Centre which involved stories, art and walks through traditional lands.

Aboriginal literature and stories are listened to, read and shared as part of both imaginative and informative Quality Texts in the English Syllabus.

Ulong Public School acknowledges the Gumbaynggirr people as the traditional custodians of the land we are on at the beginning of all formal assemblies and events. Students are also learning the Gumbaynggirr language and performing the acknowledgement in Gumbaynggirr language. Ulong Public School employed Larissa Sevielle to teach our students Gumbaynggirr language, along with a local Aboriginal youth, Tom. Tom has been extremely effective in teaching students the 'Welcome to Country' in Gumbaynggirr language which was spoken at our end of year performance along with a spectacular Dreamtime dance in which the entire school was involved.



Multicultural and anti-racism education

Multicultural perspectives are embedded within all Key Learning Areas. A whole unit on multiculturalism was developed with learning activities which are inclusive of every culture.

We celebrated Chinese New Year with one of our grandparent's from a Chinese background. To increase the students awareness of multiculturalism they learnt Tai Chi moves and celebrated the start of the Year of the Goat. They also learnt how to cook fried noodles and discovered their fortune from fortune cookies.

Students of different ethnic backgrounds from Southern Cross University were invited to our Multicultural Day celebrations. They shared a wealth of information that enhanced the knowledge and awareness of our students. The students were dressed in their multicultural outfits. We organized activities and games from 6 different countries. A multicultural feast was prepared from various countries and we had food from 8 different cuisine stalls. The school hosted around 150 students from other schools and their families were also involved in the celebrations.

Students went on an excursion to the Sikh Indian temple to learn about Indian culture as a predominant culture in the area which they live. They were introduced to the Sikh religion and musical instruments and they enjoyed a three course meal in a traditional way.

Multicultural perspectives are vital for students from this isolated area as what they learn at school is instrumental in allowing them to become welcoming, active and conscientious members of our society.