

Chullora Public School Annual Report



2017



3808

Introduction

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

Louise Challis

Principal

School contact details

Chullora Public School

Norfolk & Waterloo Rds

Greenacre, 2190

www.chullora-p.schools.nsw.edu.au

chullora-p.School@det.nsw.edu.au

9642 4266

Message from the Principal

During 2017, our school celebrated many achievements for students, staff and parents. We are proud of the expertise and effort that each member of the school community brings to their role in our school. Our teaching and administrative staff work together to ensure that high quality practices support the education of all students. Highlights for 2017 include continued improvement in the quality of teaching in all classrooms, leading to increased academic achievement for students, ongoing recognition of our students in the area of visual arts and success on the sporting field and in athletic competitions.

The 2015 – 2017 School Plan has focussed on Teacher Quality, Student Success and Partnerships within and outside our community. We have seen significant improvements in these areas, as outlined further in this report.

School background

School vision statement

Chullora Public School provides the environment, experiences and instruction for all students to become successful learners, creative and effective problem solvers and cooperative, confident, informed members of the community.

School context

Chullora Public School has approximately 320 students and caters to the needs of a low SES and high NESB community. The school is organised into stage-based learning teams led by a dedicated and skilled executive team.

Explicit and systematic teaching in literacy and numeracy, underpinned by strong implementation of the teaching and learning cycle are focus areas in our school. Curriculum implementation in the six Key Learning Areas is informed by evidence-based practice and the Quality Teaching Framework.

Chullora Public School provides programs that promote and celebrate diversity in teacher, student and parent leadership.

A dedicated staff holds high expectations for teaching and learning and demonstrates this through commitment to their own ongoing learning and improvement and active engagement as a professional learning community.

Our parent community highly values education and opportunities for student leadership and the school has a very committed and hard-working P&C.

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, evaluation evidence determines that the school is Delivering across each of the elements. Strengths in the school are evident in the ongoing development of high expectations and a strong learning culture. Transition programs are recognised as highly collaborative and supportive for students at various transition points. There is also strong evidence that the school has strengths in assessment for learning and in whole school monitoring of student achievement. Areas for future development are evident in the Wellbeing domain and Student Performance Measures.

In the Teaching domain, evidence across K – 6 indicates the school is Sustaining and Growing and significant advances have been made in extending best practice across all stage teams in the last year. Significant strengths are evident in Professional Standards and Learning and Development. There is clear evidence that staff are more committed to their own professional improvement and to the development of colleagues across a range of roles. Coaching and mentoring is evident in both formal and informal collaborative practices. Areas for ongoing improvement are evident in the areas of explicit teaching and feedback to students.

In the Leadership domain, the school is Sustaining and Growing across all elements. There are significant strengths in instructional leadership and school systems and processes that promote and sustain a culture of high expectations. The school plan is at the centre of school decision making and most staff understand the role they play in helping to address school priorities. Further improvements could be made in engaging parents and students in providing feedback and input to school plans and programs.

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-gu>

Strategic Direction 1

Teacher Quality

Purpose

Every teacher implements best practice approaches to teaching and learning, holds high expectations and makes learning relevant, accessible and challenging for every student. Every teacher is committed to reflective practices that lead to deliberate and sustainable improvements in their own professional practice and conduct and the collective effectiveness of the school and the profession.

Overall summary of progress

Professional learning for all staff is a priority at our school and we ensure that it is differentiated and responsive to both school priorities and individual needs. Opportunities to engage in professional learning in the areas of leadership, literacy and numeracy are the main focus areas. The school has continued to support professional learning in L3 and TEN for teachers K – 2 and has invested in additional teaching resources to ensure expert teachers provide shoulder to shoulder support in classrooms as teachers develop new teaching programs. During 2017, the L3 Trainer led Stage 2 colleagues in implementing best practice in teaching literacy through structured professional learning sessions and ongoing classroom observation and feedback.

All teachers reflect on their personalised development goals in the annual PDP Showcase, linking their learning with the teaching standards and providing evidence of their own growth throughout the year.

A very successful Early Career Teacher mentoring program is available for all staff in their first two years of teaching, providing collegial support additional to team supervision arrangements. There is a focus on effective classroom management and building relationships with students. All ECTs reported that this model of ongoing support has been crucial to their success in the first two years of teaching. This also provides opportunities for leadership development for experienced and expert teachers.

A comprehensive school induction program was further developed in 2017 to respond to the large number of new staff at the school. Feedback from participants was very positive, with many reporting an increased understanding of school procedures as a result of the program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers develop, monitor and evaluate their professional development plan (PDP)	Professional learning funds and equity funds are directed to job-embedded time for teacher professional learning as reflected in Key Initiatives	The annual PDP Showcase provided evidence of the strong commitment of school staff to their ongoing learning and improvement. All teachers were able to identify their area of development, how feedback from observation had assisted their improvement and how their learning related to the teaching standards.
All New Scheme Teachers work towards successful completion and maintenance of the accreditation process		Early career teachers are well supported by induction and mentoring programs. Reflection against the teaching standards is an ongoing practice and teachers take responsibility for their accreditation processes.

Next Steps

The 2018 – 2020 School Plan will include a focus on performance management and development of non teaching staff as well as teachers and leaders reflecting on their work at the higher levels of the Australian Professional Standards for Teachers and the Australian Professional Standards for Principals.

Strategic Direction 2

Student Success

Purpose

To develop within each student essential and sustainable skills, knowledge and understandings to be active learners who respond to challenges with confidence and creativity through high quality teaching and learning programs.

To develop within each student the capabilities to be agile and resilient and to contribute as active and informed individuals through authentic engagement and leadership opportunities.

Overall summary of progress

Stage teams developed improved practices for collecting and analysing student data during 2017. All students identified as not meeting agreed targets had individualised goals set and monitored every five weeks. Parents, specialist teachers and leaders worked together to implement improvement plans as required. There were significant improvements in aligning data collection practices across K – 6, resulting in more specific targets set for all students. The executive team analysed stage based data every five weeks to ensure identification of emerging needs and adapt resourcing allocation as required.

Kindergarten transition evaluations showed that parents felt well supported by the school's transition program and their children were better prepared for starting school as a result of the program. The annual Unlocking program supported students in moving across stages within the school and is strongly endorsed by teachers and students as being a significant success factor in starting a new school year and establishing positive relationships with students and teachers as they move into new classes.

Most staff participated in the KidsMatter program and strategies were in place to maximise ownership of the program and monitor implementation through opportunities for best practice to be shared across the school and social media platforms, highlighting the changes teachers had made to their learning environments and their relationships with students. A focus on building students' ability to take increased ownership for their learning and to develop a growth mindset has been evident and this continues to be a focus into the future.

There continued to be many opportunities for students to engage with high quality visual arts, dance and drama programs as well as varied sporting activities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Significantly decrease the number of students not meeting literacy and numeracy minimum standards	Intervention Teachers reflected in Key Initiatives	There was a decrease in the number of students not achieving minimum standards across both Year 3 and Year 5
Increase the number of students achieving proficiency in literacy and numeracy	Intervention Teachers reflected in Key Initiatives	Internal data showed improvements in students reaching higher levels in Reading and Comprehension across K – 6. Results in Writing did not show the same improvements, with the exception of Year 5. In numeracy, students show strong achievements in Early Arithmetic Strategies across K – 4. There has been significant improvement in achievement in Place Value as a result of more individualised instruction in Stage 3 during 2017. There was an increase in students achieving Proficient in all aspects of NAPLAN for both Year 3 and 5.
Students are provided with opportunities to exercise choice (self-regulation, self-determination and responsibility)	Release for professional learning \$5000	Whole school evaluation has identified an ongoing need to improve school practices in building student leadership, resilience and wellbeing. Most staff have actively engaged with the KidsMatter professional learning program and evidence of

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students are provided with opportunities to exercise choice (self-regulation, self-determination and		implementation of key principles is strong in many classrooms.

Next Steps

There continue to be students who have not reached school targets in both literacy and numeracy and individualised learning plans have been developed to monitor their progress and adapt teaching to their needs. This will continue to be a focus for the 2018 – 2020 School Plan. Evaluations indicate that there is a need to continue to build students social and emotional skills and resilience alongside a focus on the Australian Curriculum's General Capabilities.



Strategic Direction 3

Partnerships

Purpose

To build partnerships based on mutual trust and respect and an appreciation of strengths and diversity. To ensure partnerships maintain a focus on building capacity within all members of the school community to have an authentic voice, share decision making and work together for a shared purpose. To create and grow external partnerships for the mutual benefit of the school and partners.

Overall summary of progress

Strong parent partnerships are evident across the school and established practices for communication and engagement are consistently implemented. During 2017, responsibility for community events was widely distributed across the staff and a more diverse representation of school staff was evident in all events. School events are well-supported by the parent community, as evidenced through both high attendance and positive feedback. Parents and students have had multiple opportunities to shape the agenda for school events and programs.

There are many opportunities for parents to contribute to the school community and to school programs. The school has clear communication protocols in place to ensure confidence and consistency for school staff. Results from the Excellence in School Customer Service 360 Reflection Tool highlighted areas of strength as Teamwork, Ethical Behaviour and Information (quality and ease of use).

Parents successfully completed the PaTCH program and reported high levels of satisfaction with the program through both the learning they had done and the impact they felt they had on students in classrooms.

School leaders worked closely with parents and students for evaluation of the 2015 – 2017 School Plan and there was strong engagement in the logic modelling process by both parents and students and their contributions made it clear that they felt confident in contributing to school evaluations and planning. The P&C have led the establishment of a school canteen and received a Canterbury Network Award for Excellence for their leadership in this area.

Strong connections with other schools are built through high quality, purposeful collaborations focussed on improving teaching and learning through professional learning for teachers and mentoring for preservice teachers. The PEX Hub has been a significant factor in the success of preservice teacher development. Mentoring teachers have benefitted from additional learning in supervision and mentoring and in developing professional relationships across a network of schools.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase opportunities to partner with other organisations for the improvement of school practices, including other schools		Local delivery of L3 is seen as an effective model and there is strong support from the community of schools to continue. Discussion has been focussed on sustainability and the need to ensure ongoing development of L3 Trainers across the schools. In 2018, a Trainer from Strathfield South PS will lead the professional learning for the five schools.
Increase parent and student participation in school governance and events		Parents and students have multiple opportunities to shape the agenda for school events and programs and are becoming more confident in this area. Attendance at school events is always strong.

Next Steps

Parent engagement in events is high and future priorities are to see parents more engaged with school teaching and learning programs and the implementation of KidsMatter. Connections with other schools will continue to be a focus as staff are encouraged to learn with and from colleagues in other schools through various platforms.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Teacher release \$2 000 • Aboriginal background loading (\$2 000.00)	Professional learning in developing PLPs for Aboriginal students throughout 2017 has resulted in more authentic engagement with the process by school staff and families and PLPs that better reflect the learning priorities of Aboriginal students. Evaluation of school processes has shown the need to ensure the LST coordinator establishes protocols for PLPs early in 2018.
English language proficiency	Additional teacher \$13 000 and \$40 000	Professional learning for teachers in teaching literacy has been supported by in class shoulder to shoulder instructional leadership, observation, feedback and coaching for goal setting. Significant change has been evident in Stage 2 and 3 teaching practices in the areas of reading and writing. As a result, student achievement data has shown growth, especially for students moving toward proficient levels of achievement. Students in the first phase of learning English continue to be supported through targeted intervention programs.
Low level adjustment for disability	Additional teacher \$40 000	Additional teaching allocations to support targeted interventions in K – 2 continued to be a priority in 2018 with all students monitored every five weeks and individualised learning plans developed when progress is not evident in either literacy or numeracy.
Socio–economic background	Additional AP \$132 000 Additional teacher \$101 000	Improved teaching and learning is evident across teaching programs, with a focus on literacy and numeracy as a result of consistent disciplined collaboration practices across the school. Staff report additional time for collaboration and analysis of student data has the most impact on the quality of their teaching. Staff also report the significant impact made by additional, specialised and expert leaders and teachers in the school.
Support for beginning teachers	Teacher release \$50 000 • Support for beginning teachers (\$0.00)	Mentoring for Early Career Teachers has been recognised as highly effective in supporting teachers as they establish strong classroom practices in behaviour management and literacy and numeracy instruction. ECTs report high levels of satisfaction with the model that provides additional time with a mentor each week as well as additional release for their own preparation. Mentors also report the benefit to their own skillset in having a diverse range of leadership opportunities.
Targeted student support for refugees and new arrivals		An action team with representatives across the school was formed to participate in professional learning to support students and families from a refugee background. The team was trained in STARS and gained valuable skills and knowledge. As a result of this learning they were able to present to staff to further build capacity across the school. We conducted a Refugee Awareness audit and will use the results in 2018 to further improve our practices. New arrivals received

Targeted student support for refugees and new arrivals		individual and small group support. The focus was on improving confidence and extending their understanding of English. The one to one support allowed them to engage more successfully in class activities.
Early Action for Success	Instructional Leader	The Instructional Leader works closely with K – 2 teams to analyse student achievement data and focus on more effective teaching strategies. Regular and focussed data analysis allows for teachers to know their students better and to collaborate for improved instruction and additional support as required.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	162	159	164	160
Girls	166	155	163	147

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.7	92.8	92	92.8
1	94	92.4	91.2	92.9
2	95.7	94	94	88.8
3	95.5	93	90.7	93.2
4	94.4	94.1	92.4	92.9
5	91.6	92.7	93.2	92
6	93.4	91.3	92.3	91.9
All Years	94.3	92.9	92.3	92.1
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

The school have very explicit structures in place to support the management of attendance. This ensures that teachers and parents work together in a timely manner to put strategies in place to improve attendance. We work closely with the Home School Liaison Officer every term. Data has shown that our attendance rate is sound due to the processes and procedures we have in place.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	11.79
Teacher of Reading Recovery	0.53
Learning & Support Teacher(s)	1.8
Teacher Librarian	0.8
Teacher of ESL	2
School Counsellor	0
School Administration & Support Staff	2.87
Other Positions	1

*Full Time Equivalent

School resources are used to increase teacher and leadership positions at the school and the school employs an Instructional Leader at a Deputy Principal level through the Early Action for Success initiative.

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	44

Professional learning and teacher accreditation

Teachers take an active role in developing their learning goals within the Performance and Development Framework. School processes for individualised goal setting, coaching, observation and feedback are differentiated for individual teachers. Teachers develop learning goals that are in line with school priorities and their own career achievements and aspirations. Improving teaching in literacy and numeracy is a priority for the school and all teachers regularly engage in professional learning programs that include classroom demonstrations, shoulder to shoulder support in classrooms by expert practitioners and reflective practice. School funds are directed toward job embedded time for teachers to collaborate for the purpose of improving their teaching in these areas.

Whole school professional learning in mental health and student wellbeing has been undertaken through the KidsMatter framework in both 2016 and 2017 with a strong focus on what implementation of the key principles looks like in practice. Teachers are encouraged to collaborate for the purpose of sharing strategies across stage teams and through social media platforms.

Early career teachers are supported through a mentoring program which includes the provision of a mentor and additional release from their teaching load. Early career teachers report high levels of satisfaction with this model and the evidence of their success is seen in the positive relationships they build with students, colleagues and parents and the effective classroom management practices they develop in their first year of teaching. This program also allows for experienced and expert teachers to take on a diverse range of leadership roles. Building the capacity of all teachers to participate in a variety of roles has contributed to the ongoing enhancement of our school as a professional learning community with shared goals and a strong commitment to excellence.

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 Actual (\$)
Opening Balance	506,273
Revenue	3,682,300
Appropriation	3,620,458
Sale of Goods and Services	23,329
Grants and Contributions	32,692
Gain and Loss	0
Other Revenue	0
Investment Income	5,821
Expenses	-3,881,413
Recurrent Expenses	-3,881,413
Employee Related	-3,535,096
Operating Expenses	-346,317
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-199,113
Balance Carried Forward	307,160

During 2017, a significant portion of school funds was directed toward an administration upgrade that improved the security and the facilities of the front office area. The foyer area has been upgraded to provide a welcoming environment for visitors and security and privacy for staff when needed. A meeting room for conducting interviews is available for all staff and ensures confidentiality can be maintained when needed. Facilities for all staff have been improved and office space for executive staff has been expanded to reflect the growing number of executive in the school.

Additional funds were also directed to a substantial upgrade of the school's technology resources. A large number of ipads and interactive whiteboards needed to be replaced and laptops have been purchased to allow for increased use by students in classrooms.

In 2018, school funds will be directed toward playground improvements, including the installation of a secure gate for use by all visitors during school hours and a refurbishment of the school library.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,269,874
Base Per Capita	49,974
Base Location	0
Other Base	2,219,900
Equity Total	846,187
Equity Aboriginal	2,648
Equity Socio economic	358,704
Equity Language	224,894
Equity Disability	259,941
Targeted Total	38,583
Other Total	337,743
Grand Total	3,492,388

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

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

School performance

NAPLAN

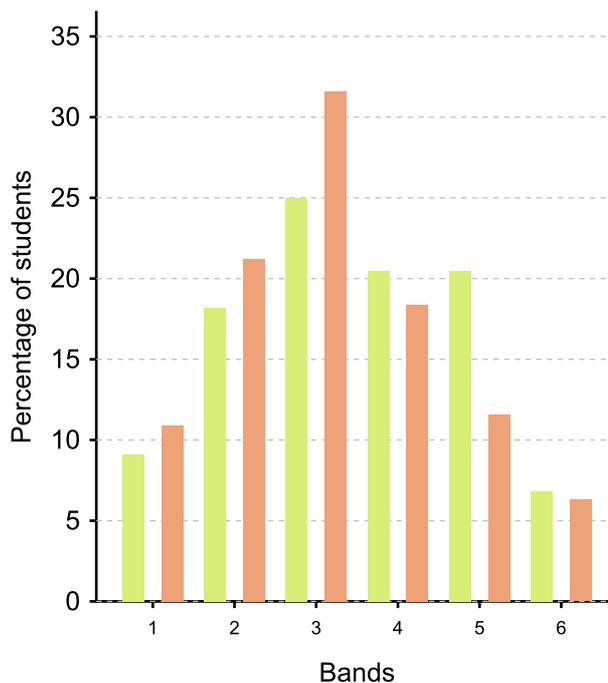
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

NAPLAN results for 2017 saw an increase in the number of students achieving in the top two bands in literacy in both Year 3 and Year 5. Notable improvements were evident in Year 3 across all areas with the greatest gains in literacy. In Year 5, the greatest gains were in Reading, Spelling and Grammar and Punctuation.

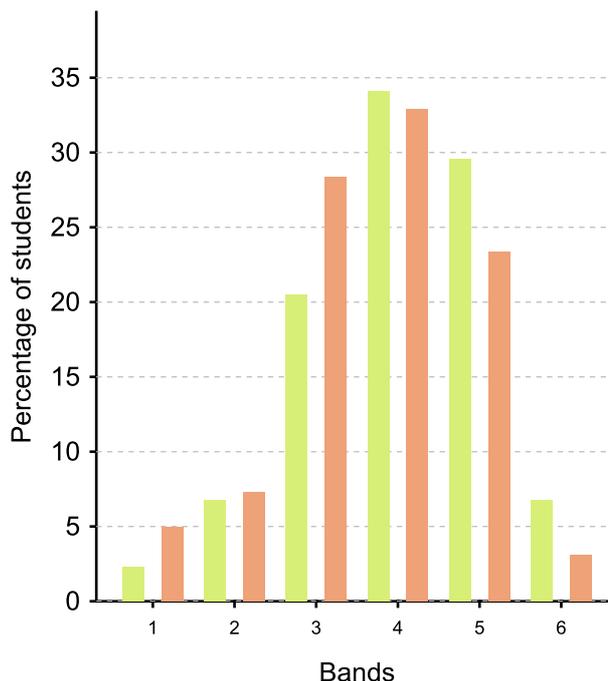
Results also showed a decrease in the number of students not achieving the National Minimum Standard across all aspects in Year 3 and all aspects except Writing in Year 5.

The school performed better than the State average for value-added growth in all aspects of literacy.

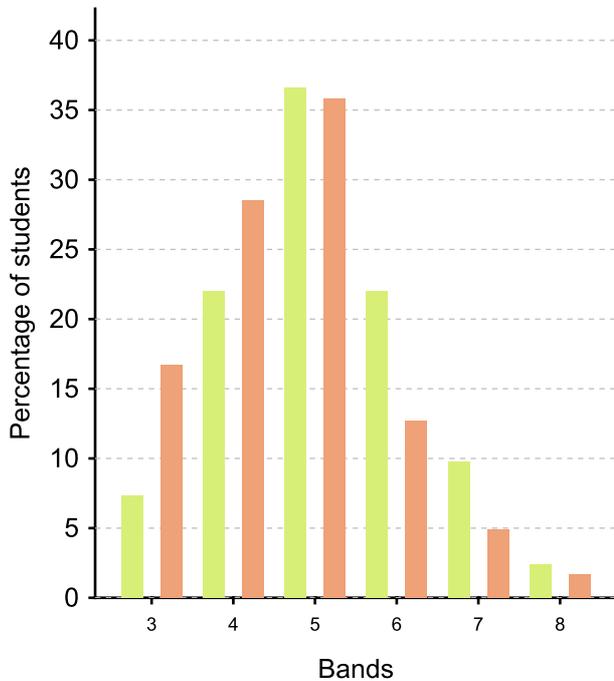
Percentage in bands:
Year 3 Reading



Percentage in bands:
Year 3 Writing

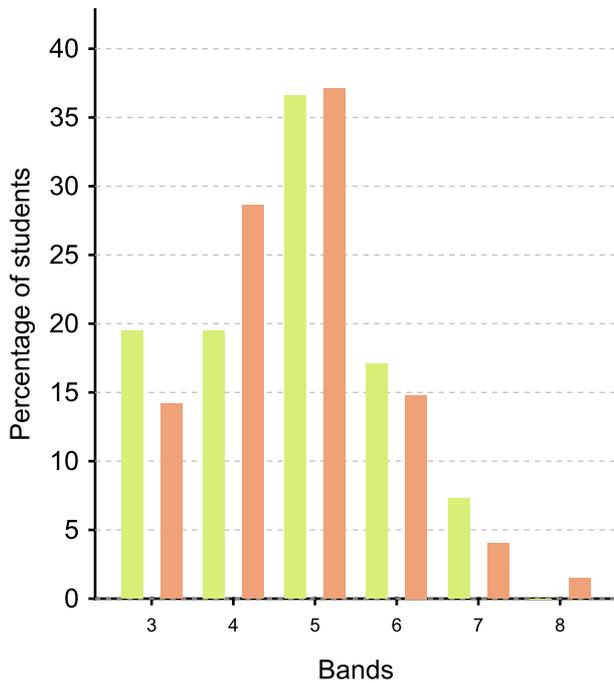


Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2015-2017

NAPLAN results for 2017 saw an increase in the number of students achieving in the top two bands in numeracy in both Year 3 and Year 5.

Results also showed a decrease in the number of students not achieving the National Minimum Standard.

The school performed better than the State average for

value-added growth in numeracy.

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

In 2017, there was an increase in the number of students achieving in the top two bands in NAPLAN. Across literacy and numeracy, 17% of students achieved in the top two bands compared with a three year average of 5.5%. No Aboriginal students participated in NAPLAN in 2017.



Parent/caregiver, student, teacher satisfaction

Staff were invited to participate in the NSW Public Sector Employee Survey 'People Matter' and 42% (15) of staff responded. Responses indicated that staff felt High Performance, Performance Development and Diversity and Inclusion are strengths in the school. 93% of respondents reported that they have confidence in the decisions their manager makes and that members of their team are encouraged to keep improving in their work by their manager. 83% of respondents agreed that there is good cooperation between teams and the school is focussed on improving the work we do. 82% of respondents reported that they feel the school respects individual differences (eg cultures, working styles, backgrounds, ideas etc) and that personal background is not a barrier to success.

While 80% of staff agreed they received the support needed to do their best at work, 33% reported being unable to keep work stress at an acceptable level. 83% of respondents agreed that the school is committed to developing employees but only 57% agree that poor performance is dealt with appropriately.

Each year staff have the opportunity to provide feedback in the areas of Leadership and Management and Resourcing in an open-ended staff survey. The

feedback for 2017 showed strong support for the school's leadership team, who were described by many staff as 'approachable', 'supportive' and 'skilled'. School leaders were identified as showing genuine care for students and the school community, being professional, organised and clear communicators. Suggestions for ongoing improvement included increased consistency across the staff, including opportunities for access to professional learning for all staff, with provision made for part-time staff and more timely responses for students requiring additional support.

In the area of Resourcing, staff reported high levels of satisfaction with recent investment in updating the school's ipads, interactive whiteboards and classroom resources for literacy and numeracy. Increased staff in specialist roles was highlighted as an area of strength as was the investment in a dedicated visual arts program. Suggestions for the future included playground renewal and updated laptops.

Parents were given many opportunities to provide feedback to the school regarding teaching and learning and other school programs. Small groups of parents worked with school staff to participate in a logic model of evaluation. Through the logic model of evaluation, parents reported high levels of satisfaction with opportunities for them to be involved in their child's learning and opportunities to be involved in school events and programs. Parents identified specific whole school and stage based events where they had opportunities to participate and support their child and the teachers. Parents also identified specific workshops organised to target specific learning needs of students at home. Parents requested more fundraising activities to donate to charity through SRC fundraising events.

Parents also participated in the Excellence in Customer Service 360 Reflection Tool. Results across all areas indicate that the school is exceeding community expectations with particular strengths in the quality and ease of use of information, teamwork and ethical behaviour.

Chullora Public School places all students' wellbeing at the forefront and we have collected information through surveys to gain a better understanding of how we can further continue to develop student engagement and success in learning.

A whole school student wellbeing survey was conducted. The survey included 5 randomly selected students from each class ranging from Stage 1 to Stage 3. The results showed:

89.6% of students feel accepted for who they are compared to 10.4% of students who did not feel accepted or were unsure.

87.8% felt that school is a place where they belong, 12.2% of students were unsure.

75% can talk to a friend at school about their feelings and 16.7% could not identify a friend.

In addition, to support students with their wellbeing, a total of 12 Stage 3 students participated in a Friends for Life social skill and resilience building program for one hour once a week which started Term 3 week 6 and ended Term 4 week 4. Friends for Life program has been recognised by the World Health Organisation as an effective means to prevent anxiety and improve participants' social and emotional skills, confidence and the capacity to relax and regulate emotions for children aged 8–11.

Year 6 students who participated in a transition to high school program completed pre-assessment and post-assessments regarding their mental health and wellbeing. The results showed that after the program, students had increased their confidence to regulate their emotions and felt more confident in their approaching transition to high school.



Policy requirements

Aboriginal education

Teaching and learning programs across the school make authentic links to the cross-curriculum area of Aboriginal and Torres Strait Islander histories and cultures. We have a small number of Aboriginal students at our school and they have been integral in sharing their cultural beliefs, customs and traditions with their peers. We extend learning about Aboriginal history through visual arts and music. One of our collaborative student artworks was displayed in the Koori Art Exhibition. In addition, we celebrate NAIDOC Week through contextual learning activities to raise awareness about the importance of Aboriginal education. The success of our Aboriginal students is recognised through the NSW Department of Education's Deadly Awards and is shared and celebrated with our wider school community.

Multicultural and anti-racism education

Our school is proud of the diversity of students and families in our community. Relationships between

students, parents and staff are built upon mutual respect. We have a Community Languages Arabic teacher who works alongside classroom teachers to support students. This has helped foster a supportive learning environment as new students learn how to speak English. Through the KLA of History and Geography students engage in authentic learning experiences about other cultures. We hold an annual Community Iftar dinner during Ramadan that attracts many families. During Easter we celebrate and showcase learning through 'Eggcellence at Easter' opening up our classrooms to parents and family members concluding with a community lunch.

We also have a trained Anti Racism Contact Officer who works with staff and students to promote harmony, respect and acceptance of our differences.