

Gordon East Public School

Annual Report



2017



3985

Introduction

The Annual Report for 2017 is provided to the community of **Gordon East Public School** as an account of the school's operations and achievements throughout the year. 2017 was a very successful year for Gordon East Public School. Many opportunities were provided for the students to shine in academic, creative arts, sport and public speaking. The supportive and nurturing culture across the school allows students to gain resilience and confidence in the school setting.

Gordon East Public School extended its commitment to the City Country Alliance with the student leadership team travelling to Euston Public School. The Gordon East students experienced school in a small country school environment prior to travelling to Mungo National Park. Our students attended the Mungo Leadership camp at Willandra Lakes – an inspiring experience. In term 4, Euston Public School attended the City Country Alliance Cockatoo Island Leadership Camp. Opportunity for this camp was given to our 2018 Captain nominees. Strengthening our intercultural understanding, communication and leadership skills.

Gordon East students represented at the Multicultural Speaking Competition State finals and the NSW Premiers Spelling Bee State Final. Gordon East Public School students are well supported by outstanding teachers. Gordon East Public School teachers are committed life long learners. Professional learning is ongoing and related to our school plan and strategic directions. Professional Development Plans are developed annually supporting continuous self improvement and students learning outcomes.

Gordon East Public School values the support given by the parents and carers across the school community. The school P&C provides wonderful support across all areas of learning.

The Annual School report 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.

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Principal

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School background

School vision statement

Gordon East Public School – a welcoming and collaborative school community that supports high quality learning. Quality teachers inspire students to be creative and critical thinkers enabling them to become active and informed global citizens.

School context

Gordon East Public School is a high performing school situated on spacious, picturesque grounds in Gordon. An outstanding feature of our school is the sense of shared purpose by the school community and the supportive relationships that underpin this. We value high expectations for student learning, enabling all students to strive for and experience success. Highly professional and dedicated teachers implement quality learning programs across all key learning areas. Gordon East provides innovative and well-resourced programs that engage, motivate and inspire students to achieve excellence. As well as undertaking a rigorous academic program students also participate in a variety of extra curricula opportunities including robotics, chess club, Maths Olympiad, representative sport, string ensembles, bands, choirs and dance groups.

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.

Gordon East PS teachers reflected each term on the success of our school plan. Time was allocated during staff meetings and Staff Development Days. This reflection process generated discussion and helped to support the whole school commitment to the school plan, creating and clarifying our collective understanding of the School Excellence Framework.

In the domain of 'Learning' we have a school wide collective responsibility for student learning and success, with high levels of student, staff and community engagement. Respectful relationships across the school underpin a productive learning environment, supporting students' development of a strong identity as learners. Individual learning is supported by the effective use of school and community resources to provide clear decision making to support student learning. The school collects and uses information to support students successful transition identifying learning needs. Students are developing skills to reflect on their learning and ways to improve their learning through feedback and clear learning intentions. Under the domain of Learning: Learning Culture, Wellbeing and student performance measures we identified these areas as excelling. Curriculum and Learning, assessment and reporting – sustaining and growing.

In the domain of 'Teaching' our classrooms are well managed and positive environments in which students are actively engaged in their learning. Teachers provide explicit, specific and timely formative feedback to students on how to improve their learning. Data analysis is used to guide planning for learning. Involvement in Quality Teaching rounds for Gordon East teachers has provided opportunities for teachers to provide and receive planned constructive feedback from peers across the Killara Schools Partnership. Teachers work in collaboration in stage groups to improve teaching practice. In the Teaching domains: Effective classroom practice, Data Skills and Use, Collaborative Practice, Learning and Development, and Professional standards we judged the school to be Sustaining and growing.

In the domain of 'Leading' the school supports a culture of high expectations and community engagement. All teachers ensure full curriculum implementation requirements are met. A range of opportunities for aspiring leaders are available to enhance their leadership potential impacting positively on the school. Throughout the year there are opportunities for constructive feedback from students and the community. The school is responsive to feedback. Student leadership is a strong focus in the school with roles on the school representative council, library, sporting teams, various role for our stage 3 students to lead. The school has a broad understanding of, and support for high expectations and aspirations for improving student learning and leadership. In the domain of Leading: Leadership, School Planning, Implementation and Reporting, School Resources, Management Practices and Processes we judged the school to be Sustaining and growing.

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 success as learners, leaders and active citizens.

Purpose

To ensure student learning experiences result in the development of students to think critically and creatively and who are literate, numerate, socially, environmentally and culturally aware. Thus ensuring their ability to become contributing citizens of our global community.

Overall summary of progress

Focus on student and teacher understanding of learning intentions and success criteria to enhance the quality of feedback students receive. Students and teachers collaboratively plan their future learning goals and differentiate teaching and learning activities. Student achievement has been guided by quality assessment, tracking and monitoring by teachers. There is evidence of increased use of meta language used by students and teachers supporting learning goals, success criteria, peer critique and feedback. Consistency of judgement when tracking student progress using PLAN has continued to strengthen.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
98% of students achieving cluster level benchmarks, in literacy and numeracy using PLAN. Growth for students in literacy and numeracy as evidenced by NAPLAN and PAT results and PLAN data. Growth for students in literacy and numeracy is above DEC average in NAPLAN assessment.	\$25,000	86% of kindergarten students are at or above the appropriate cluster level for Aspects of Writing. 92% of Kindergarten students are at or above the appropriate cluster level for reading (level 8). 50%–78% of students from Year 1 to Year 6 are at the appropriate cluster level for Early Arithmetic Strategies. 75% of Year 1 students are at the appropriate cluster level for Early Arithmetic Strategies. 97% of Year 2 students have achieved the appropriate cluster level for Fractions. NAPLAN data indicates that in Numeracy 72% of Year 3 students at GEPS achieved at proficiency level compared to 36% of state students. NAPLAN data in Numeracy show that 54% of Year 5 students at GEPS were at proficiency level Band 7 and 8 compared to 33% of the state. NAPLAN data in Numeracy indicates that 91% of Year 5 students at GEPS achieved a proficiency level of Band 6 and higher compared to 62% of the state.

Next Steps

Continue to build on students and teacher understanding of and using learning intentions and success criteria as a lesson focus.

Continue to build on teaching the roles and expectations of group work skills.

Continue to use "I can" statements for numeracy and "I can" statements in literacy.

Continue to build students capacity to analyse student work to determine future learning goals.

Continue to develop a library of excellence, containing annotated student work samples.

Strategic Direction 2

Teachers learning, leading and implementing innovative practice.

Purpose

To implement quality learning programs that adopt best practice and develop leadership capabilities. All staff will be life-long learners, developing their capacity, understanding and ability to deliver high quality educational practice. In doing so they will be best placed to fully support the learning needs of all students.

Overall summary of progress

The school leadership team and class teachers have continued to implement the Quality Teaching Model within our school context. The development of effective teaching and learning programs has enabled teachers to differentiate learning. Our continued focus on differentiation, excellent classroom practice and syllabus implementation has positively impacted on students achievement in using learning intentions. Teachers have continued to develop Professional Development Plans (PDPs) that have enabled them to follow a tailored professional learning pathway. Some examples of professional learning undertaken by staff include: MiniLit Literacy Early Intervention, Killara Schools Partnership – Quality Teaching rounds, GROWTH Coaching and visits beyond our school observing best practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>All teachers utilising literacy and numeracy continuums to ensure consistency when tracking students using PLAN.</p> <p>All teachers reflect on Best Practice and demonstrate leadership capabilities through participation in Quality Teaching rounds and the Performance and Development Framework annually.</p> <p>All teachers participate in personalised professional learning with ongoing, evidence-based practice at an individual, stage/ grade and collective level.</p>	<p>\$10,085</p> <p>\$8,000 P&C donation – funding support Quality Teaching Rounds</p>	<p>Teachers have continued to track, plot and analyse student data on a term by term basis. Teachers are continuing to develop consistent teacher judgement in tracking students. Teachers have participated in professional learning to enhance their use of learning intentions and success criteria.</p> <p>All teachers have participated in Killara Schools Partnership – Quality Teaching rounds to demonstrate excellent classroom practice and classroom leadership to colleagues within our network.</p> <p>Teachers have participated in lesson observations and stage/grade sharing. Teachers work collaboratively within their teams to identify professional learning goals, reviewing them at the end of each term to ensure they are supporting the school plan direction. Collection of data and evidence of success is ongoing.</p> <p>Teachers have participated in professional learning to enhance their understanding, implementation and use of early intervention programs, goal setting, quality teaching and maintenance of teacher accreditation.</p>

Next Steps

- Develop evidence collection supporting school plan milestones across all curriculum areas, annotating samples.
- Continue to develop ways to differentiate learning for students within teaching programs.
- Continue to train teachers in Quality Teaching Framework / Rounds, developing a GROWTH mindset within an environment based on best practice.
- Continue professional learning to develop understanding of learning intentions and success criteria. Develop evidence collection and annotation in relation to the whole school plan milestones across curriculum areas.
- Develop a library of excellence, containing annotated student work samples.

Strategic Direction 3

Collaborative partnerships

Purpose

To build stronger relationships by leading and inspiring a culture of collaboration within our community, driven by engaged communication, empowered leadership and organisational practice. This partnership will provide the best foundation possible to support of the needs of every child at GEPS.

Overall summary of progress

Positive Behaviour Engaging Learners (PBEL) is embedded within the culture of the school. The consistency of implementation empowers students to connect, succeed and thrive. Students have opportunities to participate beyond Gordon East PS through learning programs with our Killara School Partnership, our Creative Arts program and our STEM – robotics program. City Country Alliance linking with Euston PS – providing opportunity to engage in "intercultural understanding" where students build optimism, pride and confidence. Successful mathematics workshops for parents, presented by the maths committee – sharing the understanding of the way maths concepts are taught.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parents will actively contribute to school decision making through: High completion of school surveys Strong attendance at P&C meetings Strong patronage of school events High levels of attendance at curriculum information sessions Increase the number of students who are involved, facilitating or leading school programs within and beyond the school.		P&C attendance at meetings ranges from 10 – 20 parents at each meeting throughout the year. School special events are well attended by parents and grandparents. Many parents regularly attend our weekly assembly. Parents value curriculum information sessions – attendance is usually high. A high proportion of new kindergarten parents attend "The How to help in Classrooms" information session. Feedback is regularly received and a high number of parents complete surveys throughout the year. Successful visit to Euston PS student leadership team – GEPS sister school in the City Country Alliance. Euston PS students visited GEPS as part of the City Country Alliance leadership camp on Cockatoo Island. Success attendance at the City Country Alliance – Mungo Youth Leadership project with GEPS students featured on ABC news clip. Students, parents, teachers and the wider community have continued to support and engage with the environmental management of our school grounds through their participation in Environ Team meetings: Kitchen Garden activities and creating a chicken coop that support our focus on teaching sustainability. GEPS began a partnership with the Cook-in-a-box and Kitchen Kart initiatives where all students have engaged in cooking lessons teaching kitchen

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Parents will actively contribute to school decision making through:</p> <p>High completion of school surveys</p> <p>Strong attendance at P&C meetings</p> <p>Strong patronage of school events</p> <p>High levels of attendance at curriculum information sessions</p> <p>Increase the number of students who are involved, facilitating or leading school programs within and beyond the school.</p>		<p>safety, hygiene, skills, nutrition and food appreciation.. Students from GEPS also appeared in our local newspaper – The North Shore Times.</p>
	\$12,500	

Next Steps

- Continue PBEL implementation, reviewing and refining as required through ongoing data collection.
- Strengthen Stage 3 leadership opportunities – Year 5 leadership experiences, Sport House Captains, School Captains, Library Monitors and Student Representative Council.
- Continue the Killara School Partnership opportunities for Gordon East Student Representative Council.
- Continue our community celebration event for Early Stage 1 and their families as well as other stage groups as required.
- Continue to strengthen our City Country Alliance with Euston PS supporting the Euston PS teachers through professional learning sharing.
- Continue to grow our sustainability program.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$63,087	An additional English Language Teacher was employed this increased the support from a 0.4 allocation to a 0.6 – 3 days per week. The teachers worked to support staff in developing resources to support student with program adjustments. This additional support assisted students to acquired language to access the curriculum.
Low level adjustment for disability	\$66,087	The school has a 0.5 teacher allocation for a Learning and Support Teacher. This teacher works with class teachers to develop personalised learning programs supporting identified students. School Learning and Support officers were engaged to work with students with identified need as identified through the Nationally Consistent Collection of Data on school students with Disabilities.
Quality Teaching, Successful Students (QTSS)	\$25,800	The school employed an additional teacher to support, mentor early career teachers as well as experienced teachers. Collaboratively planning, programming, demonstration lessons and lesson study as required. This was a very powerful way to support teachers across the school in achieving their professional development goals.
Socio-economic background	\$1087	A small number of students were supported providing equity of access to school initiatives that supported the curriculum implementation. These included excursions and incursion.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	172	161	166	172
Girls	180	178	181	163

Gordon East PS has a fairly consistent ratio of boys and girls.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.3	97	96.7	96.7
1	97.5	94.6	95.8	96.4
2	95.6	95.4	96.1	96.3
3	97.1	96.5	94.9	95.4
4	96.7	95.9	96	97
5	95.9	96.8	96.1	95
6	97.4	97.1	95.7	95.8
All Years	96.5	96.2	95.9	96.1
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

Gordon East PS moved to electronic roll marking system for monitoring attendance. The roll is marked daily and teachers record absent students. Class rolls are checked weekly by the principal. Days absent are reported to parents and caregivers via the school reports sent home at the end of Semester 1 and Semester 2. Gordon East has procedures in place requiring all parents/ caregivers to sign in or out students who are late to school or require leave to attend appointments as the need arises. Parents and caregivers are required to complete extended leave

applications for long term absences during term time. Gordon East PS student attendance is consistently higher (96.10) than the state average (93.90).

Parents are informed via the school newsletter of the NSW State Government policy for Attendance. Parents are required to write a written explanation for every absence. Parents either write letters, email the school or use the School Stream app. The class rolls are regularly monitored by the Home School Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	11.3
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.5
Teacher Librarian	0.8
Teacher of ESL	0.4
School Counsellor	0
School Administration & Support Staff	2.82
Other Positions	0

*Full Time Equivalent

Gordon East Public School does not have any teachers who identify as Aboriginal or Torres Strait Islander.

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	30

Professional learning and teacher accreditation

In 2017, three teachers worked towards their accreditation achieving proficient status. Seven

teachers continued to maintain their accreditation at Professional Competence level. Gordon East continues to provide a supportive professional learning program to assist all early career teachers and experienced teacher to meet the Australian Professional Standards for Teachers. Teachers regularly collected, collated and annotated teaching evidence aligned to the Teaching Standards in preparation for the submission of accreditation documentation to NESA.

Professional Learning is a major component of staff development at Gordon East PS. Every teacher in the school accessed professional learning during the year. Gordon East PS receives funds from the Department of Education to provide for teacher release from class and course fees. Professional learning is strongly site based, school focused and long term related to the Department of Education priority areas as well as our school plan enabling teachers to achieve their personal learning goals stated in their Professional Development Plan.

The other main areas of professional learning in 2017 included syllabus implementation, quality teaching rounds, literacy and numeracy implementing PLAN. The teachers also completed mandatory training in Child Protection, Code of Conduct, Work Health and Safety, anaphylaxis, CPR and emergency care.

Teachers collaborated and consulted regarding their own Performance Development Plan, with grade/stage teams participating in goal setting, lesson observation and providing feedback. Our school plan and strategic directions were evaluated each term and milestones adjusted accordingly.

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	59,912
Revenue	2,788,364
Appropriation	2,423,276
Sale of Goods and Services	8,813
Grants and Contributions	354,622
Gain and Loss	0
Other Revenue	0
Investment Income	1,653
Expenses	-2,775,036
Recurrent Expenses	-2,775,036
Employee Related	-2,368,742
Operating Expenses	-406,294
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	13,328
Balance Carried Forward	73,241

Gordon East PS financial management processes and governance structures meet the financial policy requirements. Professional learning for teachers was significant throughout 2017.

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	2,191,820
Base Per Capita	53,031
Base Location	0
Other Base	2,138,790
Equity Total	130,261
Equity Aboriginal	0
Equity Socio economic	1,087
Equity Language	63,087
Equity Disability	66,087
Targeted Total	44,666
Other Total	28,225
Grand Total	2,394,972

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

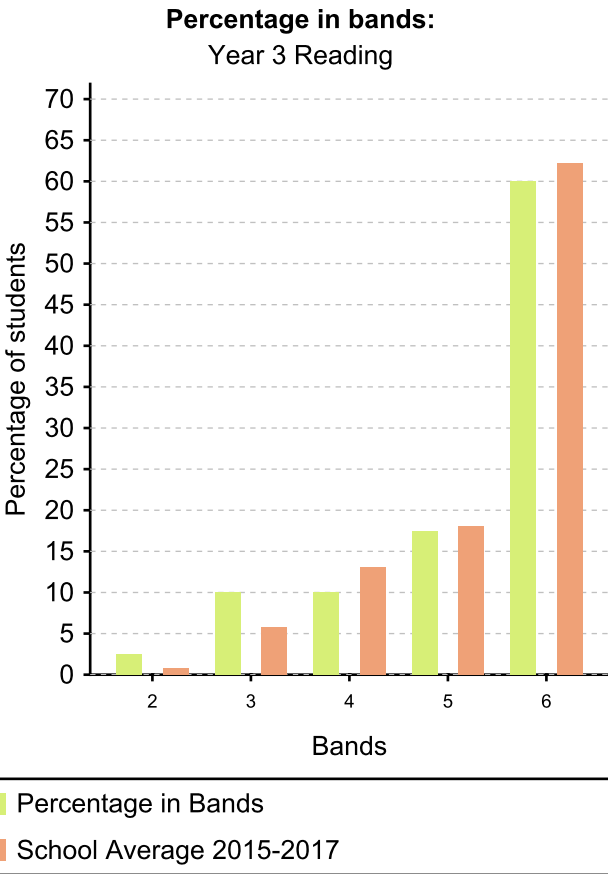
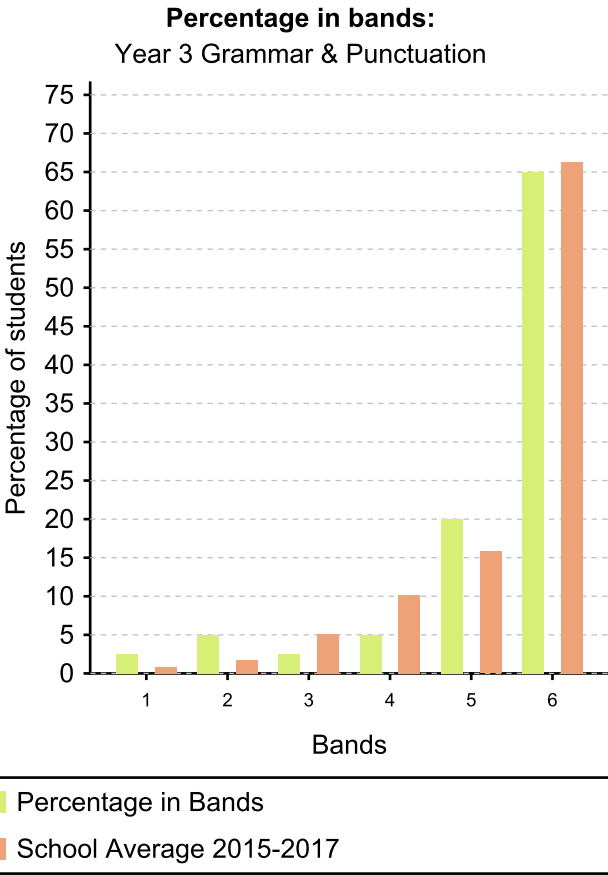
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

40 students in Year 3 sat the NAPLAN assessment in 2017.

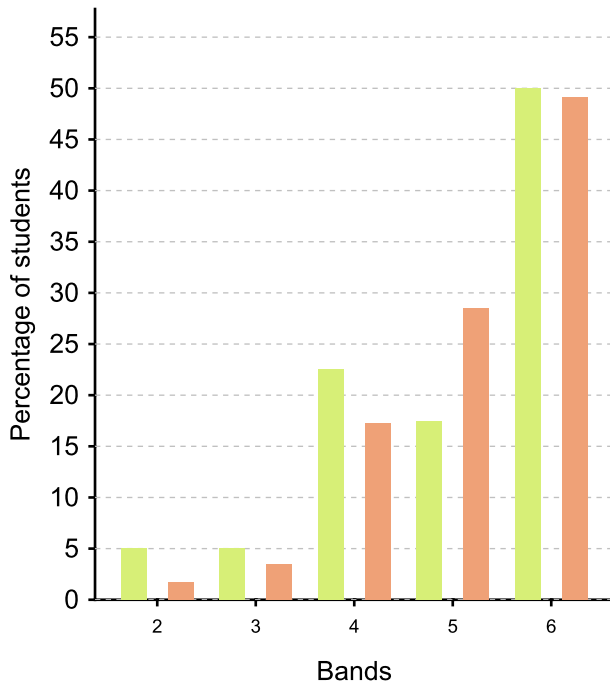
In reading 78% of Year 3 students performed at proficiency standard (Bands 5 and 6) compared with the state average of 57%. In writing 60% of Year 3 students performed at proficiency standard compared to the state average of 53%. In spelling 68% of Year 3 students performed at proficiency standard, compared with the state average 53%. In grammar and punctuation, 85% of Year 3 performed at proficiency standard, compared with the state average of 62%.

43 students in Year 5 sat the NAPLAN assessment in 2017.

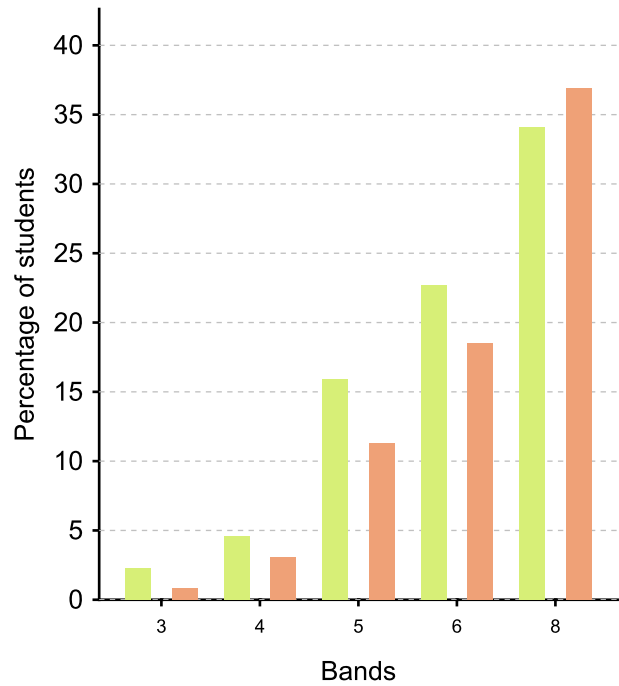
65% of Year 5 performed at proficiency standard (Bands 7 and 8), compared with the state average of 40% in reading. In writing, 30% of Year 5 students performed at proficiency standard compared with the state average of 18%. In spelling 64% of Year 5 performed at proficiency standard compared with the state average of 38%. In grammar and punctuation 55% of Year 5 students performed at proficiency standard compared with 36% of the state average.



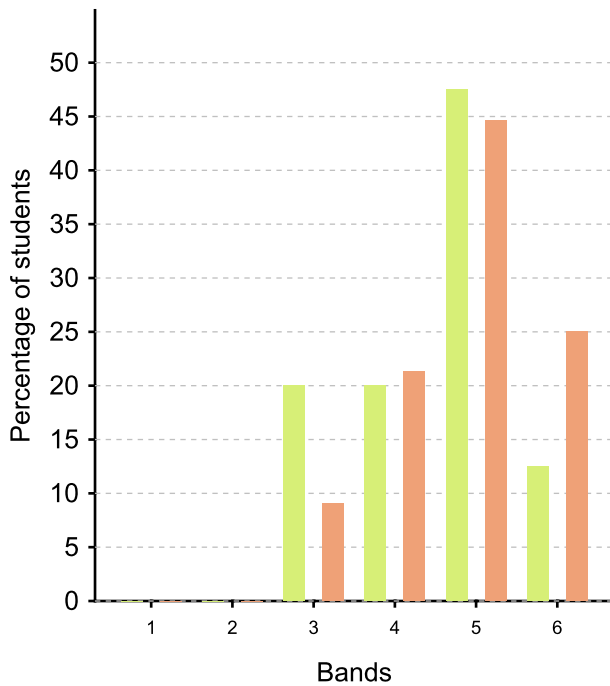
Percentage in bands:
Year 3 Spelling



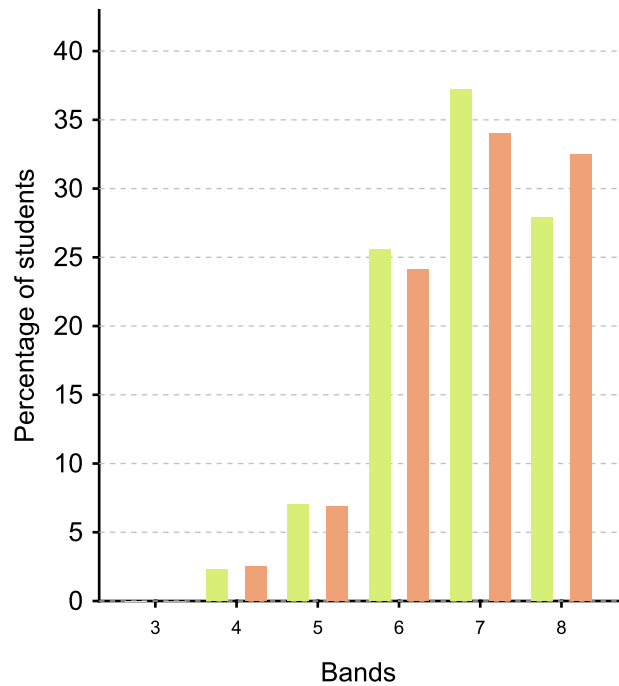
Percentage in bands:
Year 5 Grammar & Punctuation



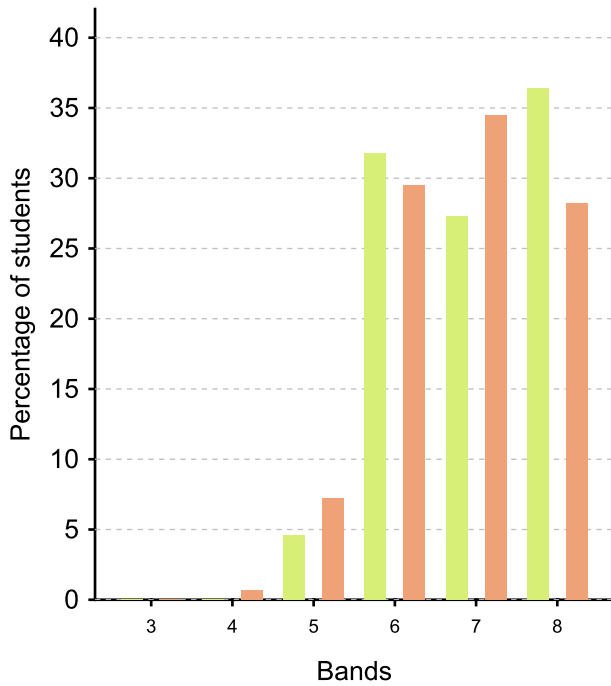
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Reading

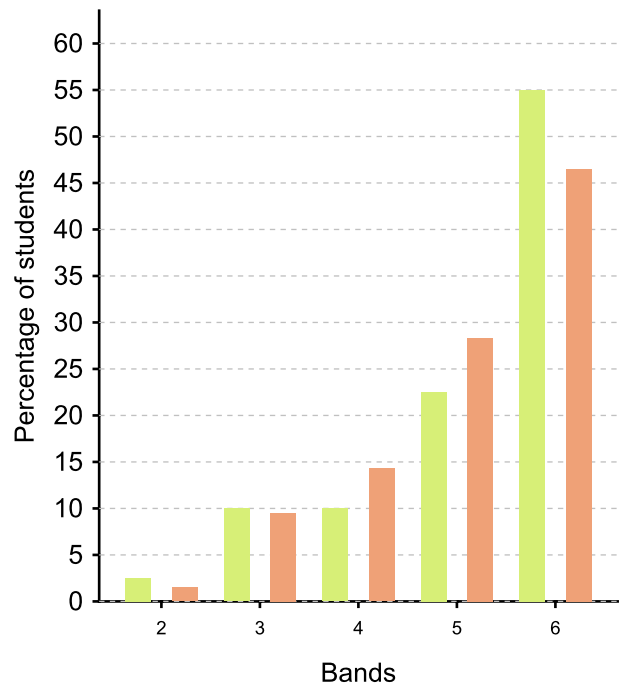


Percentage in bands:
Year 5 Spelling



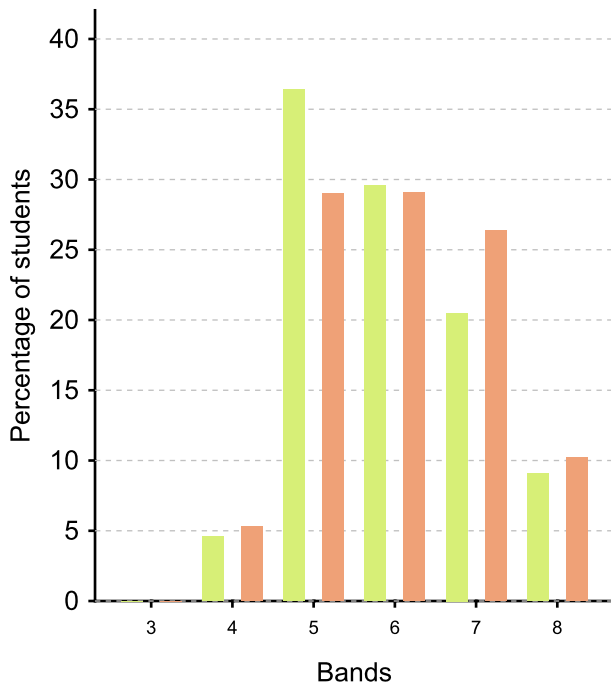
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Numeracy



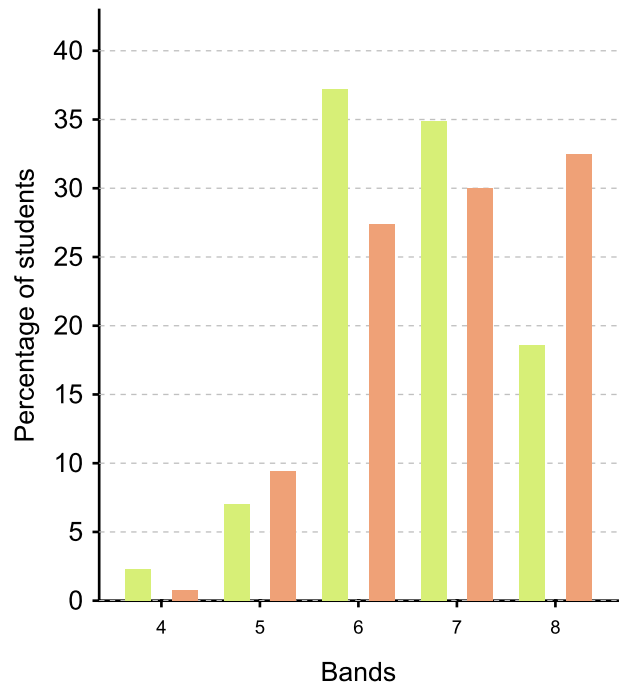
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

In numeracy 78% of Year 3 students performed at proficiency standard (Bands 5 and 6), compared with the state average of 43%.

In Year 5, 53% of students performed at proficiency standard (Bands 7 and 8), compared with the state average of 33%.

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

In 2017 the school sought the opinions of the parents, students and teachers based on the Excellence Framework. Excellence in Learning, Excellence in Teaching and Excellence in Leading. This data was gathered through online surveys, focus groups questions, staff meetings, parent teacher meetings and the P&C.

Excellence in Learning

56.7% of parents surveyed stated they would like help / information about how to help their children at school. 100% of parents surveyed agreed or strongly agreed that GEPS create more opportunities for parents and families to be involved in school activities. Parents felt it was important to be involved in their child's schooling to ensure they will be successful. 56.7% parents strongly agreed and 43.3% parents agreed that the school values parents as important partners in learning.

76.7% of parents stated they are aware of school policies and procedures that effect their child's learning. 69% of parents surveyed were aware of services outside of the school to support their children.

100% of parents either agreed or strongly agreed that they had been invited to attend school functions, community events and learning activities. 93% of parents felt their child's learning needs are being met by the school. 93.3% of parents agreed that student behaviour is well managed in the school.

Parent comment "The strongest aspect of this school is the communication and sense of community and family involvement that develop great networks quite quickly. The small size of the school has a lot to do with this."

Excellence in Teaching

83.3% of parents agreed they had been given specific activities to assist their children in learning. 96% of parents stated that the homework given by teachers required their input at home. 93.3% of parents stated their child's teacher or school leader has offered ways to support their child at home. 96.6% of parents said their child's teacher had requested that they read aloud with their child at home. 100% of parents agreed or strongly agreed that the teachers at Gordon East PS expect the children to do their best at school. 86.6% of parents said their child's teacher provided useful feedback about their child's learning.

Parent comment – "A range of positive comments in addition to constructive feedback, which has enabled us to carry through learning experiences at home. Specific feedback provided and much appreciated and valued. Thank you."

Excellence in Leading

56.7% of parents said they asked their child about their day and shared an experience. 96.7% of parents stated they had been invited to visit their child's classroom.

91.3% agreed that the school has effectively communicated using technology – for example email, school website, School Stream App and Facebook. In the 2016 survey only 63% of parents responded positively to this question. This has been a positive change in communication. 76.7% strongly agree and 23.3% agree that Gordon East PS is a welcoming and friendly place. 66.7% of parents stated that they had been offered to attend workshops that assist in helping their children to learn. 96.7% of parents agreed or strongly agreed that the school looks for ways to improve. 90% of parents stated they had effectively communicated their opinions and or concerns with their child's teacher, executive or principal.

Parent comment: "I am a big believer of you get what you put in. There are plenty of opportunities to get involved and if you choose to be involved the school is very welcoming."

Policy requirements

Aboriginal education

Gordon East Public School acknowledges and pays respect to the traditional custodians of the land, of Elders past and present, and all Aboriginal people in the community. At Gordon East PS during 2017, students and teachers participated in a cultural immersion day, students learnt that culture is transmitted by the shared understandings and practices. Our student leaders attended the Mungo Leadership Camp where they were immersed in culture and developed an understanding of Indigenous culture and it's importance for each and everyone living in Australia. As part of NAIDOC week celebration we participated in activities presented by the Koormarri group. Parents and students agreed that this is the best incursion throughout the year. Gordon East PS – Student Representative Council co-ordinates the Great Aussie Book Swap supporting the Indigenous Literacy Foundation. This is a very successful event and in 2017 all donated books were sold.

Multicultural and anti-racism education

Gordon East PS values the cultural diversity of our school and supports educational outcomes for all students to reach their learning potential. Students who are learning English as a second language of dialect (EAL/D) are provided with appropriate support to develop their English language skills so that they are able to fully participate in schooling and achieve equitable educational outcomes. Students are supported through team teaching and small group instruction.

Our teachers integrate multicultural education through quality texts and literature units, history and geography studies. Students participate in activities to raise awareness of the cultural diversity within Australia such as Harmony Day. Students also study global connections and celebrations, in addition to looking at world religions and people's beliefs.

Gordon East PS has a trained Anti-Racism Contact officer (ARCO). The school commits to the elimination of all forms of racial discrimination. Our school incorporates anti-racism education within existing curriculum programs. If a situation should arise the ARCO is trained in complaint handling procedure.