

Faulconbridge Public School

Annual Report



2017



4354

Introduction

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

Mrs Carol Frith

Principal

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Message from the Principal

It is with great pleasure that I present the Faulconbridge Public School 2017 Annual School Report. The report gives a general overview of the school and provides parents and the wider community with information about the school's educational performance, development and extra-curricular activities which extend the students beyond the classroom. The achievements and progress against the school determined strategic directions are also outlined along with a summary of the financial system.

The learning environment at Faulconbridge Public School is rich and stimulating and the students are given every opportunity and encouragement to grow and develop academically, personally, socially creatively and physically. It is a great joy for me to be able to share this journey with the students and to actively support and encourage them in their interesting and varied endeavours. I am constantly amazed by the wonderful spirit, vitality and enthusiasm of the students and impressed by the passion of the staff and by their strong ongoing commitment to provide the very best education for the students.

The Parents and Citizens Association has been a great support during 2017. They have worked tirelessly and cheerfully to raise money for the school this year. The school as a community is grateful for their practical service and generous hospitality at many social occasions. School staff and students thank the many supportive parents who work with staff in the interest of the students. The P&C is a wonderful asset and part of the reason for the success of so many school endeavours.

I would like to acknowledge the true heart of the school – the students. I remain ever mindful of our duty as custodians of the school to ensure current and future generations of students may experience the diverse range of academic and co-curricular opportunities, lifelong friendships and enthusiastic school spirit that Faulconbridge Public School offers. The students' achievements, big and small, continue to make us proud and inspire in us shared sense of spirit and motivation, best summed up by the motto – Learn to Live.

School background

School vision statement

At Faulconbridge Public School we believe in 'Educating for Excellence' within an inclusive environment so that students reach their true potential and become confident, creative individuals who are prepared to embrace 21st century changes to build our community for today and tomorrow.

School context

Faulconbridge Public School was established in 1965 and celebrated 50 years of operation in 2015. Our school prides itself in being a Federation school. Sir Henry Parkes named Faulconbridge after his mother Martha Faulconbridge. Faulconbridge is also home of the Corridor of Oaks – a place where past and present prime ministers of Australia plant a tree to commemorate their term of office. A monument of Sir Henry Parkes remains in Faulconbridge to this very day.

Faulconbridge Public School has a highly dedicated staff that consistently focuses on providing quality educational programs. Staff work in four Stage Teams to develop teaching and learning programs led by teaching Assistant Principals. Excellence is promoted across all areas of the curriculum and emphasis is placed on providing a broad range of learning opportunities to meet the needs of all students.

The school is committed to continuous improvement in teaching and learning and accordingly has identified several strategic priority areas for the basis of the 2015–2017 school plan. The school's parent community is highly involved and there is an active P&C association which meets on a regular basis.

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 elements and descriptors of 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.

Teachers examined school processes and practices across all the descriptors in the School Excellence Framework to inform their decisions for each element.

In the domain of Learning, our school is Delivering. Expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as classroom, playground, hallways, canteen and assemblies. Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the Behaviour Code. Attendance rates are regularly monitored and action is taken promptly to address issues with individual students. The school has an effective plan for student transitions in place. The school provides a range of extra-curricular offerings for student development, and this is highly valued by the community.

In the domain of Teaching, our school is Delivering. All classrooms are well managed, with well planned teaching taking place, so that students can engage in learning productively, with minimal disruption. Teachers work together to improve teaching and learning in their year groups and stages. Teachers regularly review and revise teaching and learning programs. The school has processes in place for teachers' performance and development. Teachers understand and implement professional standards and curriculum requirements. Staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes. Teachers work beyond their classrooms to contribute to broader school programs. The school identifies expertise within its staff and draws on this to further develop its professional community.

In the domain of Leadership, our school is Delivering. Parents and community members have the opportunity to engage in a wide range of school-related activities. The school solicits and addresses feedback on school performance. The three-year school plan has annual iterations focused on achieving identified improvements. The school plan aligns to local and system priorities and ensures responsiveness to emerging needs. The school leadership team communicates

clearly about school priorities and practices. Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan. The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations. The use of school facilities is optimised within the local community, to best meet the needs of students and the local community.

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

Community

Purpose

Enhance organisational effectiveness and strengthen community partnerships through the implementation of effective communication frameworks and school planning. Planning that is in partnership with an informed school community.

Overall summary of progress

The school community worked together to present a whole-school musical. This process involved the collaborative input of all staff, students from years 1–6 and the support of the parents. The result of this cumulative effort was the presentation of the musical over several nights and matinee performances. Each show was well attended by our community with the two night shows being sell-out performances.

Learning links have been established with our local feeder high school, Springwood High. We are working together to create a mutual relationship that supports the learning of all students. This was initiated through our school providing an audience for Year 10 drama students to perform 'Living Books' as part of their assessment for the course. A second opportunity is being provided by our school for senior Family and Community Studies students late in term 4.

The 2017 Community team focused heavily on community consultation and engagement and how to best spend a grant of \$8000 that was received by the school. A survey was distributed to the parent community and the data was collected. Staff attended professional development to gain information on how best to engage and consult with the community. A focus group was established and information obtained from this initiative has informed ongoing planning and will be used to guide future directions for community engagement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All stakeholders to have a greater involvement in the school community, measured through consultation surveys of students and parents	Incoming: Funds raised: \$3931 Costume fees collected: \$3360 Ticket sales: \$1883 Outgoing: Ticket commission: \$123 Costumes: \$3316 Set and accessories: \$2035 Total profit: \$3835	The school musical was a collaborative process that involved the input of all teachers, a range of students from years 1–6 and parent support. The weekend rehearsals were successful with most students attending. The school musical was performed on schedule and was well attended, indicated by sell-out performances.
Increased interaction with local community education facilities to create a learning hub.	Funds raised: \$5900 Total funds set aside for play equipment \$22000	The 'Living Books' performance with Springwood High school was a success. The collaboration between both school staff created an opportunity to discuss further ways our schools could work together to improve student outcomes. A second opportunity has presented itself which will involve senior high school students observing younger students in order to meet outcomes in a senior family and Community Studies course late term 4.
School Satisfaction surveys indicate that both staff and parents feel that there is a positive tone throughout the school and its community.	\$400 for teacher professional Development	The community team undertook intensive research through reading DET materials on community engagement and engaged in professional discussion. After gathering data through a community survey, it was decided to seek further support by attending a DET community engagement professional learning course. This professional development had the unintended outcome of the communities team revisiting the way it collected data and decided to run a focus group. The focus group was successfully run and the information identified consistency of communication as an area for development in 2018. This

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School Satisfaction surveys indicate that both staff and parents feel that there is a positive tone throughout the school and its community.		information will be used decide on the future direction of how the school uses the funding to best support community engagement.

Next Steps

The next steps are to:

- Continue to build a collaborative, working relationship with Springwood High school to better meet the learning needs of all students. This can be done through creating opportunities through specific subject areas and assessment schedules, writing them into school programs and scopes and sequences, so the process becomes a part of our community learning culture.
- Use the information gained from the focus group to guide the best use of the community engagement and consultation grant and to continue to improve our relationship and our wider community.
- Follow-up on the school playground equipment removal and installation
- Present parent workshops to share with parents the learning programs we are implementing and how we teach these programs.
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Strategic Direction 2

Learning for All

Purpose

All school community members have the opportunity to engage in curriculum that is sufficiently flexible to meet the diverse needs of our students. Teachers engage in individualised team and shared professional learning for the 21st century. The capacity to develop learning within our wider school community.

Overall summary of progress

Faulconbridge Public School staff utilised a range of school based and external data to more explicitly monitor students' achievements in literacy and numeracy. The range of data sources included NAPLAN, PLAN, stage based assessments and individual evaluations. The data gathered supported the explicit and differentiated learning experiences taught in classrooms today.

A focus on improving the teaching and learning of Accelerated Literacy, updating current assessment opportunities and focusing on inquiry based learning also supported achievement towards this strategic direction.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To meet or exceed stage average NAPLAN results in writing and spelling in bands 4 to 6 for year 3 and bands 6 to 8 for year 5.	Accelerated Literacy Professional Learning for all staff \$19413 (PL funding)	<ul style="list-style-type: none">• NAPLAN results indicate Year 3 students are exceeding state average results in writing in bands 4 and 5.• NAPLAN results indicate Year 3 students are exceeding state average spelling results in band 5 and are 2.1% from achieving state average in band 6.• NAPLAN results indicate Year 5 students are achieving improved writing results in bands 7 and 8.
PLAN data indicates one year's growth for one year's learning for each student in numeracy.	TEN K–2 training and in class demonstration lessons \$20500 (QTSS funding)	<ul style="list-style-type: none">• PLAN results indicate 90% of Kindergarten students achieved improvement measure.• PLAN results indicate 91% of Year 1 students achieved the improvement measure.• PLAN results indicate 78% of Year 2 students achieved the improvement measure.
Increase the percentage of students in the top two NAPLAN bands for reading and numeracy by 8%.	Literacy Numeracy Initiative funding support \$8420	<ul style="list-style-type: none">• NAPLAN results indicate Year 3 students improved reading results in band 6 by 17.5%• NAPLAN results indicate Year 3 students improved numeracy results in band 5 by 1.1% and band 6 by 10.8%

Next Steps

- Staff at Faulconbridge PS will utilise PLAN data and gain insight into how the learning progressions guide assessment for learning practices and monitor student progress.
- Staff at Faulconbridge PS will learn how to implement formative assessment practices across the school so students have timely and effective feedback on their learning.
- Student progress is effectively tracked across the school and effectively reported to parents.
- Students will develop self regulation and ownership of their learning through effective feedback and formative assessment practices.

Strategic Direction 3

Fostering Success and Wellbeing

Purpose

At Faulconbridge Public School learning will take place in environments that are welcoming, caring, respectful and rich in opportunity.

To achieve this, we aim to:

- work across the school community to foster a positive culture based on the expectations of being safe, respectful and effective learners.
- implement PBL (Positive Behaviour for Learning) strategies to support student behaviour throughout the school with minimal disruption.

Overall summary of progress

Positive Behaviour for Learning (PBL) is a school-wide behaviour initiative currently in use at a number of schools. It employs a whole school systems approach to address problem behaviour and reduce its effects on student outcomes and on the school community as a whole. PBL encourages positive behaviour from students, which has been shown to improve their self-concept and motivation to learn.

With all key deployment milestones being completed in a timely manner, the Wellbeing Team were able to:

- Facilitate the launch of PBL by printing awards, buying new playground supervision kits (complete with behavioural referral slips and cub awards) and distributing the appropriate signage
- Develop a bank of PBL lessons that explicitly teach the expected behaviours from the scope and sequence
- Implement PBL Awareness Presentations for Parents and Caregivers at P&C meetings
- Effectively utilise behaviour tracking software to help the school make data-driven decisions about the needs of students and how to support them
- Develop systems and processes to ensure that all staff teach and reinforce school-wide expectations; acknowledge students for positive behaviour; and have a common language and therefore consistent approach to behavioural management/support

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Classrooms focused on learning with a 20% decrease in behavioural interruptions as seen in data collected through STARS.	STARS Annual Subscription: \$1330.00	43% reduction in behavioural interruptions (STARS data, 2015–2017). 100% of staff utilise behaviour tracking data to help the school make data informed decisions about the needs of our students (STARS user analysis, 2017).
All staff use consistent processes for behaviour support (as evidenced by our PBL data) indicating that systems are in place or partially in place and trending upwards.	Universal Classroom Systems training. 2 x days of training for all four members of the PBL team: \$3000 (casual costs)	The PBL team used the Self Assessment Survey (SAS) to examine the perception of the current status of four key behavioural support systems in the school. Results indicated that both classroom and non-classroom setting systems are in place and trending upwards.
PBL lessons and practices are embedded into all classrooms and school-wide settings as evidenced in teachers' programs.	N/A	Students surveyed at random on the school's PBL lessons and practices answered 96.9% of the questions correctly. 100% of staff had PBL signage (behaviour ladder, all-settings expectations and teaching matrix) on display throughout classroom walkthroughs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
PBL lessons and practices are embedded into all classrooms and school-wide settings as evidenced in teachers' programs.		PBL lessons were evident in teaching programs and easily accessed from the school's server.

Next Steps

- Continue 5-year implementation of Positive Behaviour for Learning while participating in internal and external reviews of systems and processes
- Develop a bank of PBL lessons for the classroom to support the explicit teaching of rules and procedures
- Formalise a PBL induction package/presentation for new staff, parents, volunteers and community members
- Utilise Tier 2 and Tier 3 interventions from the PBL continuum to better understand and effectively respond to students with unproductive and/or challenging behaviours
- Review current PBL rules and expectations and look to purchase permanent PBL signage and resources
- Establish classroom systems for learning that promote a positive climate for learning by implementing Professional Development Grabs on the elements of effective classroom management
- Review and implement the policies from the Wellbeing Framework to enable students to Connect, Succeed and Thrive during their time at Faulconbridge Public School

Key Initiatives	Resources (annual)	Impact achieved this year
Socio–economic background	\$21569	Funding this year was used to support phonemic awareness development in classrooms K–2.
Support for beginning teachers	\$41751	Each beginning teacher had allocated release days to work towards accreditation, and to develop skills in reporting to parents. Beginning teachers also had additional release time each week. This resulted in our beginning teachers reporting that they felt supported and had the opportunity to enhance and develop their skills in a harmonious environment.
Aboriginal background loading	\$9766	Funding was used to employ a School Learning Support Officer to provide in class support for students. Some funding was also used to support activities and events to promote cultural understanding for all students.
Low level adjustment for disability	\$24258	This funding was used to provide support in classrooms for students with learning needs. Some funding was spent in training support staff in the implementation of Mac–Lit and Mini–Lit programs, resulting in greater engagement and stronger literacy and numeracy skills for identified students.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	146	154	158	163
Girls	152	162	160	156

As families move in and out of the area, the school enrolment numbers are maintaining each year. Our school is recognised locally for providing a diverse range of learning opportunities, supported by a professional and dedicated staff.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.1	96.1	95.5	94.8
1	94.6	94.8	93.7	95.2
2	95.8	94.1	94.4	93.6
3	94.8	95.5	94.4	94
4	96.4	94.4	94.6	92.9
5	96	95.5	94.4	94.5
6	93.9	95.4	95	92.9
All Years	95.3	95.1	94.6	94
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

Regular attendance at school is essential to assist students to maximise their potential. Schools, in partnership with parents and caregivers, are responsible for promoting the regular attendance of students. Encouraging regular attendance is a core school responsibility.

Class rolls are marked daily and monitored regularly by the class teachers for patterns of both partial (late) and non attendance. The learning support team monitors the non attendance of students. If a concern is identified the team works with the student, parents and class teacher to improve attendance. Parents are contacted by the school and informed of their responsibility to ensure children attend school each day. The support of the Home School Liaison is sought if required.

School staff:

- provide a caring teaching and learning environment which fosters a student's sense of belonging to the school community;
- recognise excellent and improved student attendance;
- maintain accurate records of student attendance;
- implement procedures for monitoring attendance issues when they arise;
- provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	11.28
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	0.7
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	2.82
Other Positions	0

*Full Time Equivalent

We have one teacher on our staff who identifies as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	40

Professional learning and teacher accreditation

Professional learning this year supported Strategic Direction 2 with all funds contributing to all staff being trained in Accelerated Literacy. Beginning teachers were supported through additional release time each week, and 4 days release each to assist with accreditation processes and reporting to parents.

We have 4 teachers accredited at proficient at the end of 2017. Pre 2004 appointed teachers will all be accredited as proficient in January 2018.

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	170,482
Revenue	3,030,456
Appropriation	2,787,343
Sale of Goods and Services	2,154
Grants and Contributions	238,215
Gain and Loss	0
Other Revenue	0
Investment Income	2,744
Expenses	-2,959,550
Recurrent Expenses	-2,959,550
Employee Related	-2,639,856
Operating Expenses	-319,694
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	70,907
Balance Carried Forward	241,388

Funds carried forward are to cover commitments for

unpaid salaries, ongoing costs of utilities and for ground, building and equipment maintenance. The school plan ensures sufficient funds are conserved for contingencies, as well as the replacement and acquisition of assets and resources to best meet the educational needs of students.

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	2,211,706
Base Per Capita	48,599
Base Location	0
Other Base	2,163,107
Equity Total	127,095
Equity Aboriginal	9,766
Equity Socio economic	21,569
Equity Language	400
Equity Disability	95,360
Targeted Total	181,534
Other Total	195,155
Grand Total	2,715,490

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.

Our results in Literacy are continuing a positive trend in 2017.

In Year 3:

- 95% of students achieved Band 3 or better in Reading;
- 97% of students achieved Band 3 or better in

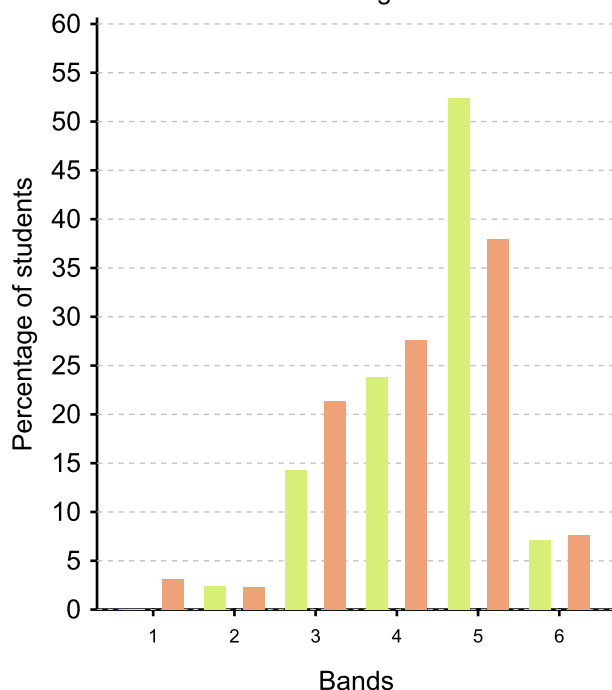
Writing;

- 95% of students achieved Band 3 or better in Grammar and Punctuation;
- 88% of students achieved Band 3 or better in Spelling.

In Year 5:

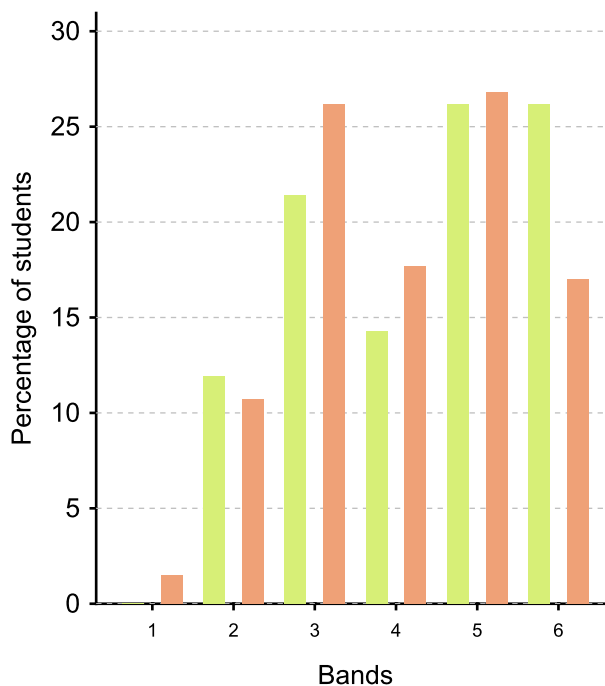
- 86% of students achieved Band 5 or better in Reading;
- 85% of students achieved Band 5 or better in Writing;
- 81% of students achieved Band 5 or better in Spelling.
- The average scaled score in Writing was well above state average.

Percentage in bands:
Year 3 Writing



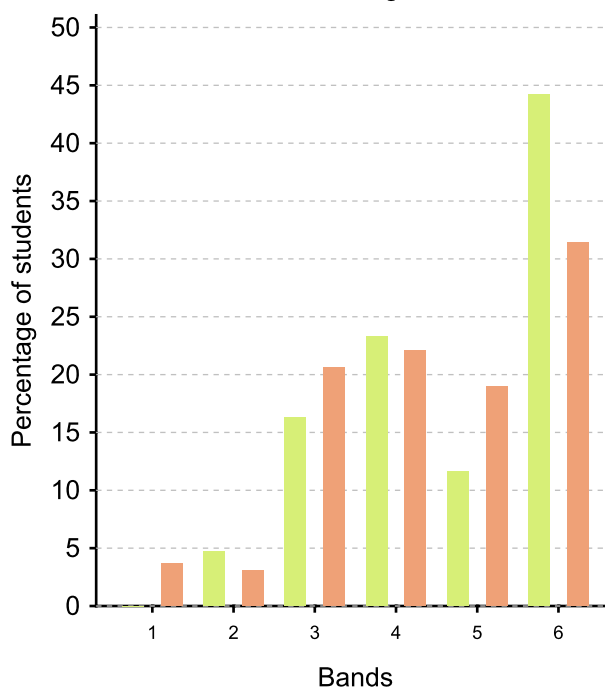
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Spelling



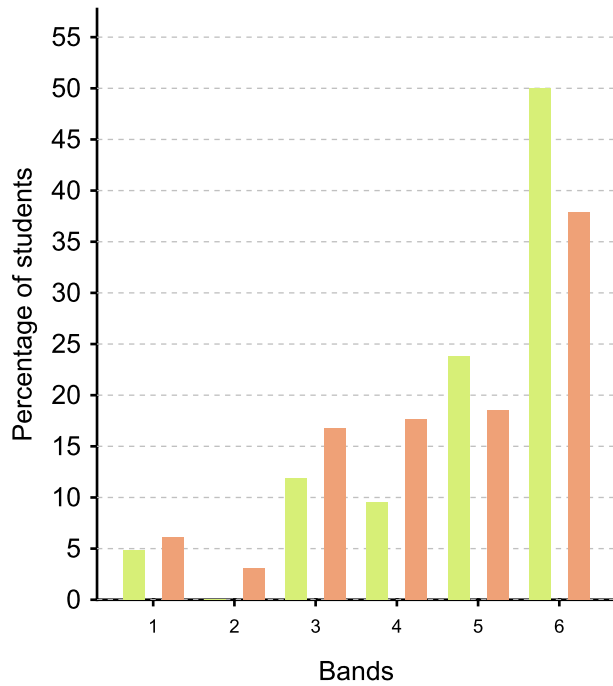
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Reading

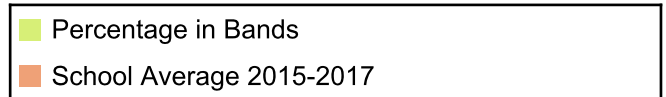
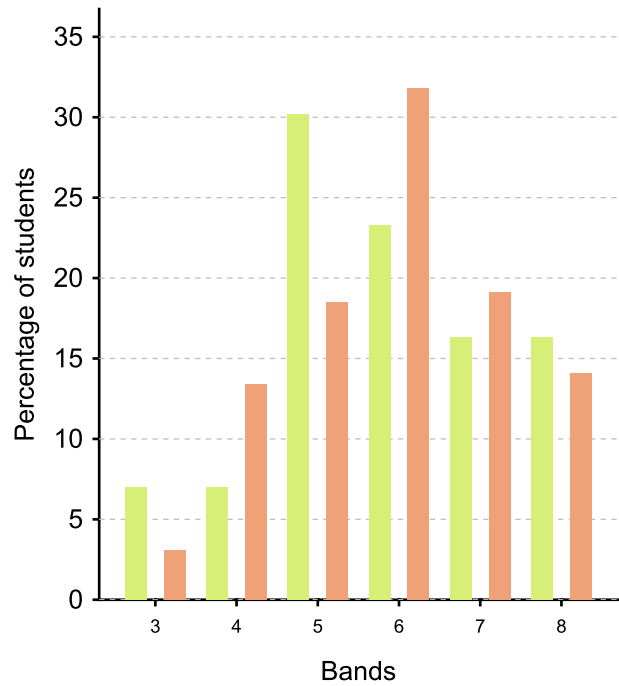


Percentage in Bands
School Average 2015-2017

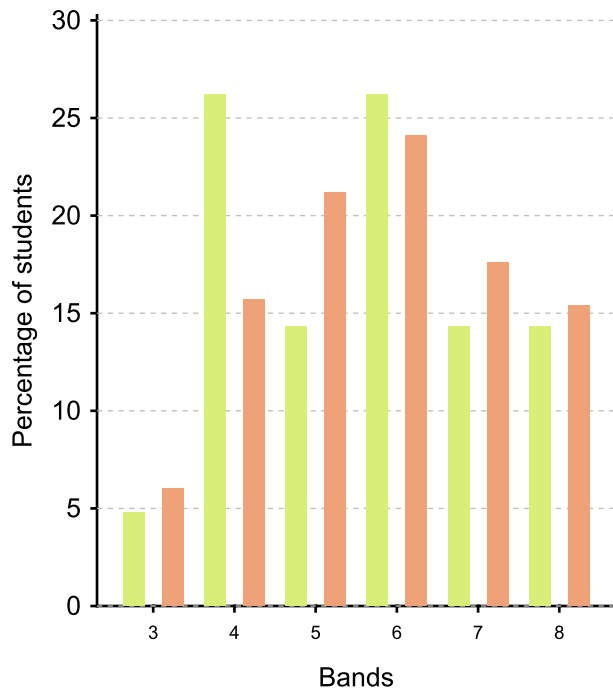
Percentage in bands:
Year 3 Grammar & Punctuation



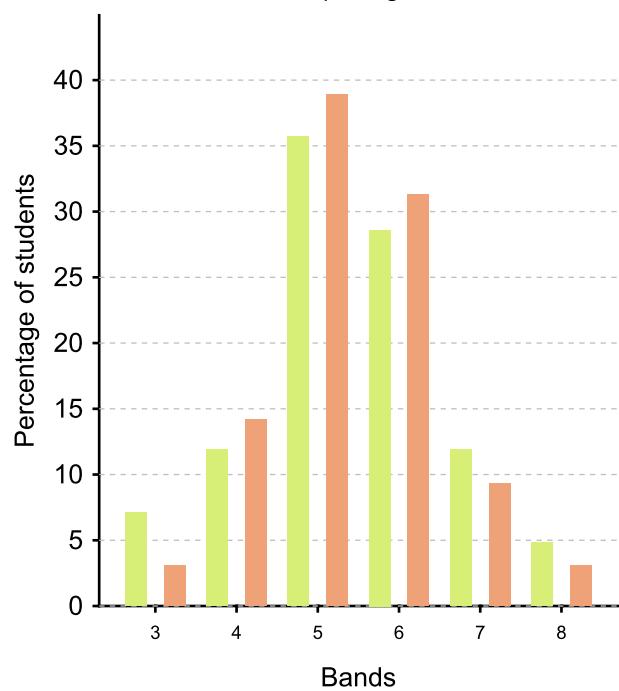
Percentage in bands:
Year 5 Reading



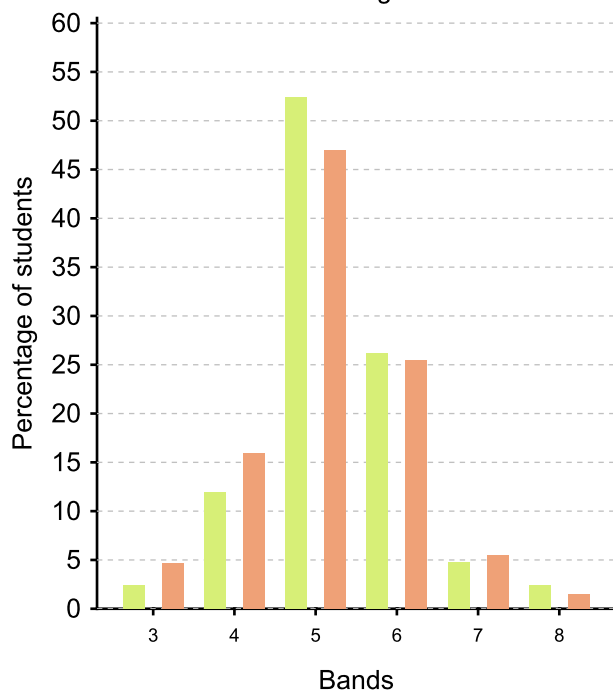
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing

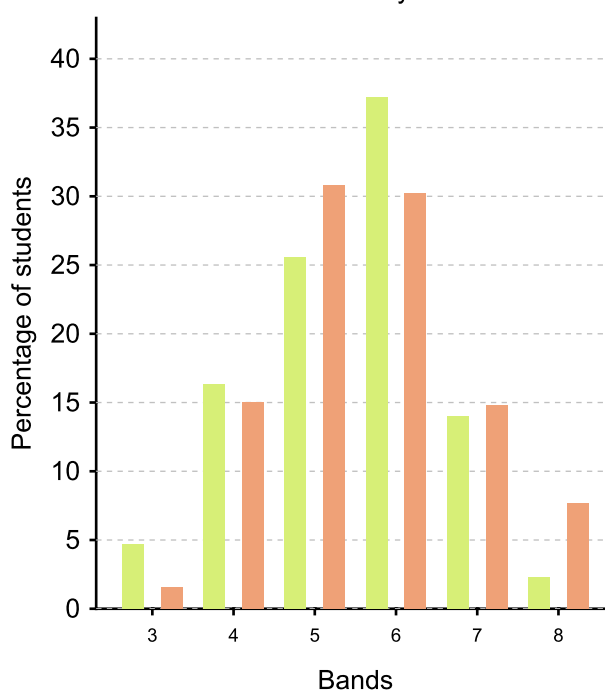


Percentage in Bands
School Average 2015-2017

Our Numeracy results for Year 3 show that 85% of students achieved Band 3 or better, with 0% below the national minimum standard.

97% of our students in Year 5 demonstrated positive growth in Numeracy from Year 3 to Year 5.

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

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.

The Premiers' priority of improvement in the top two bands for Reading and Numeracy are as follows.

In Year 3: Reading 55.8% and Numeracy 45.3% of students are in the top two Bands, an increase by 7% and 9% respectively.

In Year 5: Reading 32.6% and Numeracy 16.3% of students are in the top two bands. Despite a smaller percentage in Numeracy, 95% of students demonstrated positive growth.

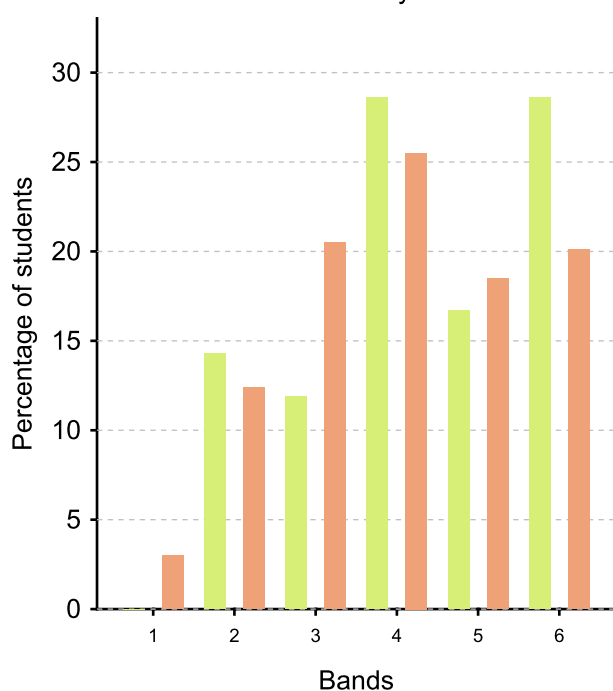
Parent/caregiver, student, teacher satisfaction

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

Parents

The 'Partners in Learning' Parent Survey was made available to parents and caregivers towards the end of term 3. Questions on the survey ask parents about school communication, parental participation, supporting learning at home, and school support for learning, behaviour and safety. 48 parents completed the survey, representing 27% of families in our school. Parents responses were reported as a school mean. In every area, our school improved its mean score, except

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

for the area of supporting learning at home. Our best results were 8.4 out of 10 (NSW Govt. norm 7.7) for the school supports positive behaviour, and 7.8 out of 10 (NSW Govt. norm 7.4) for safety at school. This reflects the impact of the introduction of Positive Behaviour for Learning (PBL) into the school. Regular involvement and participation in the community events is typical of Faulconbridge parents.

Students

Results from this year's *Tell Them From Me* Survey indicate:

- 91% of students have friends at school they can trust and who encourage them to make positive choices (NSW Govt. norm 85%);
- 70% of students participate in extra curricular school activities (NSW Govt. norm 55%); and
- Important concepts are taught well, class time is used efficiently, and evaluations support class objectives (Effective learning time rating, 8.2 out of 10).

Teachers

Almost 50% of teachers completed the survey this year. The results from this year's *Tell Them From Me* Survey indicate:

- teachers monitor the progress of individual students (9.3 out of 10);
- teachers talk with other teachers about strategies that increase student engagement (9.3 out of 10); and
- teachers work with parents to help solve problems interfering with their child's progress (9.6 out of 10).

The school average score for technology was low at 5.8 out of 10, and indicates an area for improvement in the next school plan.

Policy requirements

Aboriginal education

Aboriginal perspectives are incorporated in a meaningful way as part of the Learning Across the Curriculum content in all syllabus to enable children to gain a greater knowledge and understanding of Aboriginal history, culture and issues.

The students also start important assemblies and school parliament sittings with an acknowledgement of country to pay respect to the Aboriginal people as being custodians of the land.

In keeping with the NAIDOC theme "Our Languages Matter" students K–2 have been learning the Darug names of some local animals, including our totem animal, the Glossy Black Cockatoo. Children from all classes participated in a range of activities to celebrate

Aboriginal and Torres Strait Islander peoples, cultures and communities and to recognise the valuable contributions they make to our country.

To celebrate, we welcomed Dion Drummond who presented his show focusing on Aboriginal and Torres Strait Islander cultures and deepening student knowledge and understandings in this area. Students also painted Aboriginal symbols and words on rocks and placed them along the track in the bush.

During 2017 RAM equity funding for Aboriginal background was utilised for the development of Personalised Learning Plans (PLP's) for students of Aboriginal background. These individual learning plans developed and sustained a positive and inclusive school culture as well as concentrating on improving students' literacy and numeracy achievements.

We have continued to give our students firsthand experience and knowledge of both traditional and contemporary Aboriginal history and culture through regular contact with our local Aboriginal elder, Uncle Graeme Cooper.

Multicultural and anti-racism education

Cultural diversity is acknowledged and celebrated at our school and is embedded into teaching and learning programs from Kindergarten to Year 6. Class teachers are aware of students in their classes who are from Language Backgrounds Other Than English (LBOTE) and plan learning experiences that meet the specific learning needs of their students.

This year the Harmony Day theme was *Everyone Belongs*. Students participated in activities and celebrations to help them understand how Australians of different backgrounds live together. It provided a great opportunity for students to learn that not only do they share common ground with other cultures, but also that our differences make Australia a special place to live.

The message of acceptance and tolerance reinforced the inclusive nature of our school community through the school assemblies and in classrooms.

The study of other cultures also forms a significant part of the school's History and Geography curriculum. Students are encouraged to value the range of cultural backgrounds represented in our society.