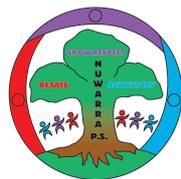


# Nuwarra Public School Annual Report



2017



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## Introduction

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

Reg Corney

Principal

### School contact details

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### Message from the Principal

Nuwarra Public School has a wonderful tradition of working closely with the school community to provide many opportunities for our students. The teachers, support officers and administrative staff are dedicated, hard working and creative and are focussed on the delivery of an education characterised by rigor, innovation and depth. Over the next 3 years (2018–2020) we will be establishing even higher expectations of ourselves and students and challenging everyone involved to meet these expectations. These expectations will be realised through our school plan which will be developed with our students, staff, parents and the wider community.

In 2017, Nuwarra embraced the "Growth Mindset" and "The Power of Yet" to ensure our staff and students achieve their personal best every day. A Community Liaison Officer was employed to enhance our relationships with our community. This position will continue in 2018.

I would like to thank our wonderful P&C and the school community for their efforts in 2017 and look forward to even more exciting, innovative and engaging activities in 2018.

Reg Corney

Principal

Nuwarra Public School

## School background

### School vision statement

Nuwarra Public School's vision is to provide a safe and innovative environment, where the school community will be engaged in quality learning experiences.

The school will offer a differentiated, creative and effective curriculum that will support connectedness to the world, through engagement in 21st Century learning.

This will be achieved through innovative, quality learning environments, tailored staff professional learning focusing on capacity building and successful community engagement programs.

### School context

Nuwarra is a level 3 public school in Moorebank with over 350 students. Included in this number are 15 mainstream and 5 Hearing Support Classes.

The core values of Nuwarra Public School are an acceptance of difference and a movement from tolerance to understanding. This is accomplished within a safe, nurturing environment emphasising the importance of respect, cooperation and the recognition of every student's right to equitable access of the curriculum. We provide opportunities for all students to reach their full potential academically, socially, physically and emotionally. Nuwarra offers the L3 (Language, Learning and Literacy) and Best Start programs for Kindergarten students and Reading Recovery to support identified Year 1 students.

Nuwarra is an active member of the Moorebank Community of Schools. Our school has a diverse population comprised of students from many cultural and socio-economic backgrounds.

Our school supports PBL (Positive Behaviour for Learning) taking a pro-active approach to behaviour by explicitly teaching behavioural expectations in all school settings

Nuwarra Public School offers a balanced approach to school life. We value participation while striving for excellence. As life-long learners, staff and students actively embrace the integration of technology across the curriculum.

Nuwarra Public School – Excellence. Innovation. Opportunity.

## Self-assessment and school achievement (for schools participating in External Validation)

### 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 and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated:

Our school recognises the importance of sustainable and embedded community participation. In 2017, Nuwarra funded a Community Liaison Officer (CLO) one day per week to drive community learning and engagement. This employee empowers our community with the skills and voice to develop sustainable change. The CLO is supported by a Community of Schools Hub and external agencies such as Mission Australia, Uniting Father Support Service and Families Together.

Over the past 3 years, the teaching staff at Nuwarra has seen only minor changes due to promotion and permanent appointments. This has supported the continuity of professional learning and improved classroom practices. Each year the Quality Teaching Successful Students time allocation is utilised to build teacher capacity and design effective Performance Development Plans (PDP) in line with the Department of Education quality practices and school strategic directions.

In 2017, 85% of Kindergarten students have attained a reading level of 6 or above (Mid-year). In Year 1, over 50% of students were achieving above the recommended mid-year target in 5 out of the 8 Literacy clusters. All data is currently analysed each fortnight at stage-based meetings to ensure consistency of practice and quality of instruction. These meetings also identify students requiring additional support. An aspiring leader coordinates Kindergarten at Nuwarra. This leader has now attained a permanent Assistant Principal position at a non-local school for 2018. After careful consideration, our overall rating for Curriculum and Learning is Sustaining and Growing.

At Nuwarra in 2016, it was identified that a large cohort of students in Kindergarten through to Year 2 required additional support in the area of phonics instruction. Lessons in Phonics Instruction (LIPI) was selected as the explicit program to support a consistent approach. To ensure a smooth implementation, staff visited a non-local school to view it in practice. Resources were created and data gathered to show improvements over the period of implementation. The evidence after the first 5 weeks showed that on average 92% of Kindergarten students scored 100% in single sound knowledge, 70% scored 100% in digraph knowledge and 90% of students improved their sentence scores. After careful analysis in the area of Student Performance Measures, we are Delivering.

Peer tutoring is another school-based initiative introduced to support identified students in Stage 1 and 2 who are experiencing difficulty with reading. The tutees are linked with trained Stage 3 students (tutors). These tutors work with the identified students Monday through Thursday each week for 20 minutes each day. 82% of students participating in this program since 2014 have successfully transitioned off the program with 2% being unsuccessful. 16% of students have left the school during the time frame therefore have not completed the intensive program. In the element of Assessing and Reporting, the Nuwarra External Validation Team believes that we are Delivering.

Each year both Year 3 and 5 students participate in NAPLAN assessments. In 2017, the expected scaled growth for students was 111.0 compared to the state scaled growth of 96.8 in the numeracy strand. To support the Premier's target of an increase of 8% in the top two bands Nuwarra employed a teacher for 1 day per week in 2016 and 2017. This staff member focusses on identified students in bands 3 and 4 in the area of Reading. 2017 Smart data shows that within Reading, students in Year 3 have seen a reduction of 3.3% in Band 4 and an increase of 2.5% in Band 6. In 2018, it is anticipated that staff will participate in professional learning focused on the numeracy and literacy continuums. In the area of Curriculum and Learning, Nuwarra are Delivering.

Our school implements PBL (Positive Behaviour for Learning), taking a pro-active approach to behaviour by explicitly teaching behavioural expectations in all school settings. Students follow our three school expectations of Be Safe, Show Respect and Always Try. In 2017, an external provider implemented LifeSkills lessons each week in 1 term to further underpin our PBL and Values implementation. The Nuwarra Learning and Support Team also contributes significantly to the identification and support for students with additional needs. This team meets each week of the school term. Mainstream, Out of Home Care and Hearing Support reviews occur each term to ensure parents are part of the support and goal setting process. These meetings have an over 95% attendance rate. As of 11 October 2017 only 15 students had received a suspension compared to 32 for 2016. In the area of Learning Culture the External Validation Team believes that we are Delivering. Nuwarra Public School offers a balanced approach to school life. We value participation while striving for excellence. As life-long learners, staff and students actively embrace the integration of technology across the curriculum. All classes have access to either XO android or apple iPad devices. All students also participate in weekly technology lessons during library and release from face to face (RFF) times. In 2015, it was identified that Nuwarra needed to offer future focused learning experiences. An external company was employed for 1 day each week to support technology in the area of computer coding. In 2017, an additional Stage 3 enrichment program called Exciting Electricity was included.

The school also implemented Bee-bots into the K-2 classrooms and the library with the library implementing a Discovery Zone. Each year students at Nuwarra also participate in DigiEd Claymation and Nuwarra News. Nuwarra focusses heavily on inquiry based learning for students in Years 3-6. In Stage 2, students participate in a program called Connect 4 Learning. This initiative provides collaborative learning opportunities for our students to investigate and discover information to answer open-ended questions. In Stage 3, students participate in learning based on Self Organised Learning Environments (SOLE). This program reflects the understanding that students can learn from each other as they work together as a community. 95% of students surveyed understood the importance of collaborative environment and 86% enjoyed the instigative nature of the learning process. In the area of School Resources we believe that we are Sustaining and Growing.

Our self-assessment and the external validation 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

Students are successful and engaged learners

### Purpose

To build the capacity of all students so they are equipped with the skills, knowledge, understanding and desire to be active, reflective and intrinsically motivated learners who seek to achieve their personal best. Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences. To develop each student's ability to engage, monitor and confidently articulate their personal learning and social goals.

### Overall summary of progress

At Nuwarra, 60% of Kindergarten students achieved a benchmark instructional reading level of 9 in 2016 exceeding the L3 target of 50%. The school now has explicit systems and processes for collaborative practice and collective efficacy across stages and classes. All Stages now use bump it up walls showing visual tracking and feedback to students to assist monitoring and reflection on progress and engagement.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students immersed in 21st century pedagogies and transformational learning environments through XO, iPad technologies and Self Organised Learning Environment (SOLE) pedagogies.	\$39,163	Teaching and learning programs demonstrate the integration of 21st Century capabilities.
Most students with additional learning needs will have personalised learning goals that are reviewed as part of the teaching/learning cycle.	\$150,000 (SLSO)	Students participate in the creation, implementation and evaluation of personalised learning programs.
Annual increase in the number of teaching staff who are trained in the use of current technology.	\$5,000	2 staff members received professional learning in the use of Google classroom and Office 365.
The majority of students will participate in Peer Support Programs each year.	\$3,000	All students participated in weekly Peer Support for 1 term.
All students will participate in goal setting and will receive appropriate ongoing feedback from staff and peers.	\$2,000	All students participated in the creation, implementation and evaluation of personalised learning programs.
10 Students each year trained as part of a 'Genius Bar' held in the library for technological trouble shooting.	\$0	This did not continue due to time constraints.
Identified students will participate in extension and enrichment.	\$15,000	Identified students in Stage 3 participated in computer coding enrichment activities titled "Exciting Electricity".

### Next Steps

- Continuation of the L3 program with additional staff training to support new teachers.
- 50% of Kindergarten students have a writing vocabulary of over 24 words.

- Continuation of the LIPI phonics program with additional staff professional learning.
- Continuation of the Peer Tutoring and Peer Support programs with the introduction of the "You Can Do It" program K-6.



## Strategic Direction 2

Staff are high performing, dynamic professionals

### Purpose

To build the capacity of all staff and a professional learning culture, so they are equipped with the skills, knowledge, understanding and desire to be active, reflective and intrinsically motivated learners who seek to achieve their personal best. Staff nurture professional relationships with students which are safe, respectful and supportive, and which help students to reach their full potential. To develop each staff member's ability to engage, monitor and confidently articulate their personal learning and social goals. To provide opportunities for staff to attain a deeper knowledge of Australian Curriculum content and outcomes.

### Overall summary of progress

At Nuwarra:

- continuous and consistent teacher feedback, formal observations and teacher best practice demonstrations supported by the QTSS initiative.
- data analysis now informs the school's learning goals.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of Stage 3 teaching staff trained in SOLE pedagogies by the end of 2015.	\$0	All Staff have received exposure to the SOLE framework with several staff now facilitators within our school.
By the end of the 2017 school year, all stages will be implementing SOLE pedagogy in at least one KLA.	\$10,000	All Stages utilise SOLE pedagogies within everyday practice. Stage 2 use a modified SOLE framework called Connect 4 Learning.
The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence-based practice through regular and timely demonstration lessons and quality observations.	\$6,000	QTSS support was used to promote instructional leadership with additional resources being purchased.
The leadership team builds the collective capacity of staff and the school community to use data to inform strategic improvement efforts through Growth Coaching and the Performance and Management Framework.	\$4,000	Effective implementation of the PDP process through the strategic use of QTSS time in Term 1 each year.
All students are exposed to engaging learning programs and environments.	\$15,000	Computer Coding and LifeSkills was implemented to support engaged learning environments.

### Next Steps

Professional Learning:

- aligned with the School Excellence Framework, PDPs and the School Plan.
- focusing on PLAN data and Learning Progressions.
- regarding Targeted Early Numeracy (TEN) strategy facilitated by school-based staff members.

## Strategic Direction 3

Students are active, successful global citizens with a sense of belonging within their local community

### Purpose

To create an environment that accepts and encourages the community to be active participants within the school. Deep connections will be formed to enrich and expand the lives of learners. To inspire students to be effective leaders and realise that positive change is possible through the actions of individuals. Students will be nurtured to become resourceful, empathetic and resilient lifelong learners both within and beyond the classroom. Parents and the broader school community actively participate in the school and in helping students to develop positive connections.

### Overall summary of progress

Nuwarra has:

- coordinated cultural celebrations to promote diversity.
- modified teaching pedagogy to include SOLE and Connect 4 Learning Strategies.
- seen a noted increase in student belonging through our participation in the Tell Them From Me surveys from 8.7/10 to 8.8/10.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Nominated Stage 2 and 3 students participate in the creation of a 'Genius Bar' to resolve technology issues.	\$0	This did not occur due to time constraints.
All students participate in learning programs that engage and support a greater awareness of the local and global community.	\$5,000	Connect for Learning and SOLE implementation K–6. United Nations Goals adopted by all Stages including Recycling of plastic items.
Improved links with the local and wider community through community sponsorship.	\$5,000	Support received from local businesses through sponsorship of the school Farewell and Mini Fete.
All students participate in an effective Peer Support Program.	\$2,000	2 additional staff members received professional learning in 2017. Successful Peer Support program purchased and implemented.
By the end of 2016, all students accessing and effectively using technology daily to promote local/global citizenship.	\$15,000	Computer Coding continued (third year of implementation). A Stage 3 enrichment group was added in 2017.
Community Liaison Officer employed by the end of 2016 for 1 day per week (Start date 2017) to improve community participation, soft entry and decision making.	\$15,000	7 parent workshops coordinated by CLO in 2017. Increased community participation evident in program evaluation.

### Next Steps

Nuwarra will:

- continue promoting United Nations Goals through Stage based projects and programs.
- seek improved ties with local businesses.

- continue implementation of Peer Support Program.
- further embed SOLE and Connect 4 Learning pedagogies into every day good teaching practice.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$2,200	All Aboriginal students have genuine PLPs. All students have received exposure to the Aboriginal culture through programs and performances.
<b>English language proficiency</b>	\$40,000	Targeted students participated in additional support for literacy and numeracy. Improved Year 3 NAPLAN literacy results for 2017.
<b>Low level adjustment for disability</b>	\$60,000 SLSO	Identified students in mainstream received additional learning support. Identified mainstream classes received additional SLSO support.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$80,000	Genuine PDPs designed and implemented. All stages participated in demonstration and/or observations of best teaching practice.
<b>Socio-economic background</b>	\$40,000	LifeSkills and Computer coding implemented. Access to technology enhanced through the upgrade of interactive equipment.



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	186	182	183	208
Girls	179	171	171	188

Nuwarra Public School has a student enrolment in 2017 of 396 students. This enrolment represents a third consecutive year of growth in student enrolments. This number does not include the 6 Hearing Support nursery students.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.5	93.7	94.2	93.6
1	95.2	94.4	91.5	92.4
2	94.1	93.4	94.7	90.3
3	95.4	93.5	93	92.2
4	95.6	93.9	92.9	94.8
5	94.4	92.5	92.4	92.8
6	94.6	91.5	91.8	92.6
All Years	94.9	93.3	93	92.6
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

Nuwarra Public School is proactive in managing students of non-attendance. Together with the Home School Liaison Officer (HSLO) students are identified whose attendance is of concern. These students are monitored closely through:

- Attendance reports and meetings each term with the HSLO.

- Consistent communication with parents by notification letter, telephone or interview.
- Stringent adherence to HSLO procedures.
- Meetings between the HSLO, Assistant Principals and Parents to discuss areas of concern and ways the school can support improved attendance.
- Digital access given to HSLO for remote attendance monitoring.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	17.06
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1
Teacher Librarian	0.8
Teacher of ESL	1.2
School Counsellor	2
School Administration & Support Staff	8.12
Other Positions	0

\*Full Time Equivalent

Nuwarra Public School has a large and talented workforce composed of beginning to highly experienced teachers. At the end of 2017, one permanent teacher was successful in her application for an Assistant Principal position at non-local school. Additionally, the increase in student enrolments meant two new staff members were appointed commencing in 2018. Nuwarra will also add two new classes to support students with significant needs in 2018. Nuwarra currently has two teachers 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	35

## Professional learning and teacher accreditation

The teaching staff at Nuwarra Public School participated in a number of professional learning activities designed to build the capability of staff to achieve some of our key priorities as set out in our School Plan. As well, staff has been involved in professional learning programs that have built the capability of early career teachers, current teachers and aspiring and current school leaders. During 2017, two New Scheme Teachers were accredited as proficient. Teachers had access to a range of professional learning opportunities including:

- Four staff attending extensive professional learning regarding systems leadership.
- Whole staff participation in two Growth Mindset workshops.
- Two staff members attended a workshop for Creative and Critical Thinking Across the Curriculum
- Four SLSO's updated their First Aid qualifications to support a high needs student.
- Four staff attended participated in L3 training
- One teacher member attended L2 professional learning
- Two staff members attended training to deliver Peer Support
- Individual staff also had the opportunity to participate in workshops and training on a range of topics and issues including Aboriginal Education, Music and Network meetings.

Whole School Professional development has included workshops in the following areas:

- The school plan
- Emergency care and CPR
- Anaphylaxis
- External Validation

## 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 (\$)
<b>Opening Balance</b>	190,885
<b>Revenue</b>	4,762,299
Appropriation	4,534,696
Sale of Goods and Services	2,793
Grants and Contributions	221,364
Gain and Loss	0
Other Revenue	0
Investment Income	3,446
<b>Expenses</b>	-4,448,940
Recurrent Expenses	-4,448,940
Employee Related	-3,998,438
Operating Expenses	-450,503
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	313,359
<b>Balance Carried Forward</b>	504,244

Nuwarra Public School has a Finance Committee which meets once per term. The committee is comprised of the Principal, School Administrative Manager and the school executive. The committee compiles budgets, reviews income and expenditure. It also collaboratively determines where resourcing is required if needs of particular programs or maintenance issues change. The Principal is ultimately responsible for all financial decisions which must abide by Department of Education policy and any associated laws pertaining to handling and utilising Treasury Managed Funds.

Nuwarra Public School will be establishing two new classes in 2018 for students with multicategorical and autism diagnosis. Much needed grounds maintenance and building works will need to be carried out in 2018 using a majority of remaining funds from 2017.

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	2,468,120
Base Per Capita	57,649
Base Location	0
Other Base	2,410,471
<b>Equity Total</b>	445,802
Equity Aboriginal	4,798
Equity Socio economic	139,345
Equity Language	144,647
Equity Disability	157,013
<b>Targeted Total</b>	967,617
<b>Other Total</b>	313,952
<b>Grand Total</b>	4,195,492

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.

The Year 3 NAPLAN results In reading shows an equal or increased number of students in the higher bands (Band 5 and band 6) reducing the numbers in the lower bands. In writing Nuwarra has continued to decrease the numbers in the lower band (Band 1 & band 2) with the majority of student ranging equally between band 3, 4 and 5. Band 6 consistent with 2016. In spelling majority of students ranging equally between band 3, 4 and 5 with double the number of students in band 5 from 2016. In Grammar and Punctuation results showed a 12.8% increase in student in Band 5 which resulted in a decrease in Bands 3 and 4.

The year 5 NAPLAN results showed student growth in Reading, Spelling and Grammar and Punctuation. The average scaled student growth for Reading – 83.7, Spelling– 92.7 and Grammar and Punctuation – 82.7. These results in student growth were all above the state average growth score. Nuwarra Public School will be focussing on student growth in writing due to a negative growth scaled score in 2017.

Year 3 NPALAN results in Numeracy show in Band 4 a 6.5% increase and in Band 6 a 4.5% increase. It also showed a percentage decrease in Bands 1 and 3 and only a slight increase in Band 2.. The results in

Year 5 Naplan Results showed student growth in Numeracy, The average scaled score for Numeracy – 111.0 which was above the state average and all students showed growth.

The My School website provides detailed information and data for national literacy and numeracy testing.

Go to <https://www.myschool.edu.au/SchoolProfile/Index/104850/NuwarraPublicSchool/41483/2016>

Through the rigorous analysis of school (student) performance data and the release of the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands, Nuwarra Public School identified spelling and comprehension as an area that students continue to need intensive support and improvement.

## Parent/caregiver, student, teacher satisfaction

Nuwarra participated in the 'Tell From Me' surveys in 2017. Below are listed the comparisons between 2016 and 2017. The results showed that:

- In leadership, there was a 1.9 point increase from 5.5/10 to 7.4/10 (NSW Govt Norm 7.1/10)
- In Parent Involvement, there was a .4 increase from 7.5/10 to 7.9/10 (NSW Govt Norm 6.8/10)
- In Overcoming Obstacles, there was a .3 increase from 7.8/10 to 8.1/10 (NSW Govt Norm 7.7/10)

In particular, Nuwarra scored highly in the following areas:

- Safe and orderly school environment– 8.5/10
- Parents understand the expectations for students 8.8/10
- Students with special needs are included in class activities 9.2/10
- Quality feedback to students and parents/carers– 7.9/10

2018 Areas for Improvement are:

- Using technology to give students immediate feedback 4.3/10
- I ask parents to review and comment on students' work 5.9/10
- Students use computers or other interactive technology to track progress towards their goals 4.3/10.

# Policy requirements

## Aboriginal education

Nuwarra Public School is committed to the continual improvement of the educational outcome and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and training. In 2017, six students identified as being of Aboriginal and/or Torres Strait Islander descent. Nuwarra Public School promotes the inclusion of Aboriginal perspectives in the teaching programs to ensure student education opportunities are well rounded. The school also promotes respect of the unique and ancient culture of the Aboriginal people in the following forms:

- Acknowledging the traditional custodians of the land in all assemblies
- NAIDOC Day celebrations and Aboriginal performances.
- Integration of Aboriginal perspectives across Key Learning Areas so students can develop deep knowledge and understanding about Australia's first peoples.
- A staff member filling a role as an Aboriginal Education coordinator to oversee Aboriginal Education policies, programs, initiatives and events.

## Multicultural and anti-racism education

The role of the Anti–Racism Contact Officer (ARCO) in schools is to be the contact between students, staff, parents and community members who wish to make a complaint regarding racism. The ARCO role involves promoting the values of respect for all races and cultures and our school rules of showing respect, being a problem solver, being safe and being a learner help to support these values. Students, teachers, parents and the community are doing a very good job of living together in harmony. There were 4 reported incidents of racism in 2017.