

Culburra Public School Annual Report



2017



4485

Introduction

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

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School background

School vision statement

The mission of Culburra Public School is the delivery of high quality education and teaching outcomes that are responsive to the needs of all students and enhance the aspirations and expectations of the total school community.

The school's vision is to support successful learners, confident and creative individuals and active and informed citizens with an emphasis on:

Essential literacy and numeracy skills;

Creative, resourceful, innovative problem–solvers;

Working collaboratively in teams to communicate ideas;

Good self–esteem;

Developing honesty, resilience, empathy and respect;

Responsible global citizenship;

Contributing to reconciliation and valuing Indigenous culture; and

Acting with moral integrity.

School context

Culburra Public School serves the holistic needs of approximately 200 students. The school prides itself on being a 'community school', having a strong history of partnerships with the community of Culburra Beach. CPS provides an inclusive learning environment for both mainstream students and students with a disability. We strive to serve the needs of all Indigenous students through an approach of 'shared knowledge and wisdom' with the local Aboriginal community of Jerrinja. This approach extends to all areas of community and parent partnership through strong ties with the Parents and Citizens Association, Local AECG, and community and business groups.

Recent initiatives include:

Positive Behaviour for Learning (PBL);

Improving Literacy and Numeracy National Partnership (ILNNP);

Tree Families – Wellbeing Program;

Reading with Senior Citizens;

Language, Literacy and Learning & Accelerated Literacy, and;

Targeting Early Numeracy (TEN).

Strategic Direction 1

Raising expectations and enhancing quality of student learning.

Purpose

Every student in our care is to be actively engaged in meaningful, challenging and future-focused learning experiences to achieve and thrive as learners, leaders and responsible, productive citizens.

Overall summary of progress

Three staff members, trained as How2Learn Facilitators, led twilight professional development sessions for staff in the following aspects of phase one of the How2Learn program:

1. Building a sense of urgency;
2. Exploring mindsets;
3. Developing growth-minded learners, and
4. Habits worth developing.

The following modules from phase two of the program were delivered:

1. We value what we measure.

As a consequence of this training, staff have worked collegially to reflect on their own individual classroom practice and developed their own future-based actions arising from challenging paradigms within the professional learning sessions. A whole-staff approach to the writing of quality learning intentions has formed the collective focus for teachers in term four. Teachers are developing greater confidence and skill at planning, writing, reflecting and refining daily learning intentions to make learning more visible and accessible to students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increase by 3% the number of students who achieve expected growth in reading, writing, spelling and grammar and punctuation, as measured by NAPLAN 2015</p> <p>Baseline measure: Reading 55%, writing and spelling 66%, grammar and punctuation 50%</p>	<p>\$98, 000 Socio-Economic Background Funding to support Executive release.</p>	<p>In the aspect of reading the school achieved 3% above the state DOE scaled growth average. The overall percentage of students achieving above or at expected growth of 43.5% fell below the target.</p> <p>In the aspect of writing the school achieved 4% above the DOE scaled growth average. The overall percentage of students achieving above or at expected growth of 60.9 fell slightly below the target. The school's spelling result was 11 growth points ahead of the DOE scaled average growth whilst the percentage of students achieving above or at expected growth fell slightly under the target.</p> <p>The average scaled growth in grammar and punctuation fell below the target.</p>
<p>Increase by 3% the number of students who achieve their expected growth in numeracy, as measured by NAPLAN 2015</p> <p>Baseline measure: 33.3%</p>	<p>\$0</p>	<p>The school performed a few growth points above DOE average in numeracy, and exceeded the growth target set by 17%.</p>
<p>Greater representation of Indigenous students in the top three performance bands in each</p>	<p>\$0</p>	<p>Whilst all Indigenous students experienced growth in reading and writing the target of increasing representation in the top three bands has not been</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>area of NAPLAN measurement Year 3 & 5 – increase by one student in the three bands (one student = 33.3%)</p> <p>Baseline measurement Year 3 2014: Reading 40%, writing 80%, grammar & punctuation 40%, and numeracy 40%</p> <p>Baseline measurement Year 5 2014: Reading 60%, spelling 100%, grammar & punctuation 20% and numeracy 20%</p>		<p>met and will continue to be a focus of the future.</p> <p>This target was met in the aspect of grammar and punctuation and numeracy.</p>

Next Steps

Professional planning time will be provided to all staff to work in stages to build on the work of writing quality learning intentions.

Explicit PLAN/Reporting alignment document has been developed and will be implemented in 2018 to support the convergence of the two systems.

Collaborative marking and moderation of assessment tasks is a key focus for 2018 and beyond, with locally developed A–D annotations of student work samples.

Demonstrated differentiation of activities will be evidenced in all teaching and learning programs.

Strategic Direction 2

Fostering quality teaching and leadership.

Purpose

Build workforce capacity through focussed professional learning and development that created a culture for schools where every staff member is engaged in ongoing, relevant and evidence-based learning and practice on an individual and collective level.

Overall summary of progress

A priority in 2017 has been developing a cohesive teaching team, to this end staff have been provided with the structural support to meet regularly and plan curriculum. Experienced staff have led teacher workshops in How2Learn with more phases presented in 2018.

Provision of extra executive release time has resulted in daily instructional support for teachers. The school executive continue to develop their coaching and mentoring skills, with the advanced GROWTH Coaching course currently under completion by the principal.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teaching staff have an individual professional learning plan that is supported by strong leadership practices to support teacher capacity.	\$0	All staff have developed their Performance Development goals that are linked to school and system priorities. Further to this, staff have embraced the development of their 'passion projects' which has resulted in greater wellbeing programs such as Tree Families and Robotics introduced for the first time this year, with great success.
Increased level of staff engaging in quality effective, reflective practice to ensure improvement in student learning outcomes	\$0	The capacity of staff engaging in quality reflective practice is growing and has been strengthened by the How2Learn program.
Increased level of teachers taking on leadership roles, both formal and informal within the school context and beyond.	\$0	2017 has seen an increase in staff stepping into informal leadership roles, which is linked to individual professional goals. Staff have led workshops and developed school-based wellbeing programs that have been acknowledged by the broader community.
Increased level of staff accredited at HighlyAccomplished Teacher (HAT) level (2015 baseline: 0%).	\$0	Interested staff continue to attend professional development in accreditation at higher levels, which is a long-term professional goal of a few experienced staff members.

Next Steps

2018 will see the introduction of action-research as a way of doing, to ensure continuous improvement and quality outcomes for students and staff as partners in lifelong learning.

Strategic Direction 3

Fostering quality relationships with local community and schools.

Purpose

Enable the school community to develop and engage in a shared vision and plan and build pride in public education. Staff participate in learning partnerships and collaborations to build sustainable leadership and curriculum expertise.

Overall summary of progress

The school has implemented outstanding projects in partnership with community organisations. All students visit the local senior citizens' residence to share learning and company. Our local Men's Shed has been active in supporting the local Indigenous community through ties with the school. Refinements to our current programs as well as introducing new initiatives have resulted in tremendous gains in our relationship with our local community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in students, staff and parents meaningfully connecting with student wellbeing programs.	\$2000	The school continues to receive excellent feedback on wellbeing programs, both school-based and community based. The IRT (senior citizens visits) program and Tree Families have been an outstanding feature this year.
Decrease in students demonstrating negative behaviours in the playground, reflected through a decrease in RTA referrals monitored through Sentral software tracking of student incidents. Baseline measurement 2014: RTA (Reflective Thinking Area) referrals representing 23 K-2 students and 29 3-6 students. Of the referrals, 43% were for violence, 26% were for not following the rules, 17% for disrespect, 12% for bullying and 2% for racism.	\$0	There has been an overall decline in the use of RTA referrals and the data indicates approximately a dozen students in need of extra social support as they dominate the referrals.

Next Steps

Continued consultation at all levels to develop programs and initiatives that reflect our local context will continue. Staff are encouraged to develop their passion projects with full support of the school executive. Planning is currently occurring to develop student visits to the local high school to provide an experience of the broad curriculum activities offered by specialist teachers.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$19,892 – this does not include the Aboriginal Education Officer's salary.	Support was provided for all Aboriginal students. An Aboriginal Education Officer provided in-class learning and wellbeing support whilst School Learning Support Officer provided daily targeted literacy support. The school remains committed to implementing Accelerated Literacy in grades 3–6.
Low level adjustment for disability	\$26,584	A School Learning Support Officer provided daily supported in the two kindergarten classes this year.
Quality Teaching, Successful Students (QTSS)	\$14,525	These funds were expended by providing all staff with curriculum and assessment planning time as well as releasing executive staff to meet with their respective teams to provide coaching and mentoring around Performance Development Goals.
Socio-economic background	\$96,382	Executive release was provided daily to both Assistant Principals to support curriculum implementation and wellbeing outcomes of students.
Professional Learning	\$15,989	Professional learning was undertaken in the following areas in 2018: CPR/Anaphylaxis; Non-Crisis Intervention; Advanced Coaching training; Communicating with the Community, and, New Best Start Assessment and Literacy and Numeracy Progressions.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	104	91	94	109
Girls	106	97	108	103

Student enrolment has remained steady for the past three years. The school enrolment peaked at 215 students this year but has remained constant at 210 students for most of the year.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	92.1	93	94.8	90.6
1	90.8	93.1	93.4	92.5
2	93.2	93.2	92	93.8
3	93.1	92.8	94.1	90.7
4	95.5	89.9	92.4	92.7
5	94.8	94.1	90.5	90
6	92.1	94.6	93.4	89.8
All Years	92.9	92.8	92.8	91.3
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

Non-attendance is managed by direct contact between home and school, parent principal meetings and family follow-up with the Home School Liaison Officer.

This year has been particularly challenging with a particularly bad influenza season affecting both staff and students.

Positive attendance is acknowledged through term

merit awards and newsletter acknowledgement.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	7.92
Teacher of Reading Recovery	0.5
Learning & Support Teacher(s)	0.8
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	4.6
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Culburra Public School employs a full-time Aboriginal Education Officer and three members of staff who identify 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	30

Professional learning and teacher accreditation

\$15,989 has been expended on professional learning activities in 2017. Areas of training include CPR/Anaphylaxis and First Aid, Non-Crisis Intervention Training, Advanced Coaching, Communicating with our Community, Visible Learning, the New Best Start Assessment and Literacy and Numeracy Progressions.

Two temporary teachers have completed their professional report and annotated evidence for accreditation at proficient level. This is awaiting confirmation from New South Wales Education Authority (NESA).

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	151,820
Revenue	2,385,484
Appropriation	2,328,488
Sale of Goods and Services	462
Grants and Contributions	54,299
Gain and Loss	0
Other Revenue	0
Investment Income	2,235
Expenses	-2,354,615
Recurrent Expenses	-2,354,615
Employee Related	-2,110,364
Operating Expenses	-244,251
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	30,869
Balance Carried Forward	182,689

2017 is the first year of the new financial management system for Culburra Public School. The biggest change with the new system has been the management of staffing salaries.

The balance carried forward will be used for replacement of capital goods, updating ageing technology infrastructure and rebuilding whole-school class-based computer labs to support 21st century learning.

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	1,695,419
Base Per Capita	30,871
Base Location	8,192
Other Base	1,656,357
Equity Total	289,606
Equity Aboriginal	85,401
Equity Socio economic	96,362
Equity Language	0
Equity Disability	107,843
Targeted Total	116,961
Other Total	169,364
Grand Total	2,271,350

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.

In 2017, 26 students in year three sat for the NAPLAN test in literacy. Of the 26 students 12 students were boys and 14 were girls, 6 of these students identify as Aboriginal. In reading, CPS had 61.6% achieving bands three through to band six. Boys had 50% and girls had 71.4% in bands three to six. 33% of Aboriginal students achieved in bands three to six.

In writing, CPS continued to achieve sound results with 76.9% of students achieving in bands three to six. 74.9% of boys achieved bands three to six and 78.6% of girls achieved in bands three to six, 50% of Aboriginal students achieved in these four bands.

Spelling results held steady with 69.2% of students are in bands three to six. Boys achieved 75% in bands three to six and 64.3% of girls achieved within the same bands. 33% of Aboriginal students are in bands three to six.

In Grammar and Punctuation, 76.9% of students achieved in bands three to six: 66.6% of boys and 85.7% of girls. 67% of Aboriginal students achieved in bands three to six.

In 2016, 29 students in year five sat for the NAPLAN test in literacy. Of the 29 students, 11 students were boys, 18 were girls, and 5 students identified as Aboriginal. Girls achieved sound improvements in all areas of literacy. In reading, 67.8% achieved bands five through to eight; 41.7% of boys and 87.6% of girls. Aboriginal students achieved 60% in bands five to eight.

In writing, 68.9% of students in bands five to eight; 50% of boys and 82.3% of girls. 60% of Aboriginal students achieved in these bands.

Spelling achievement continued to improve with 82.7% of students achieving in bands five to eight: 74.9% of boys and 88.2% of girls. 60% of Aboriginal students achieved in bands five to eight.

Consistent and steady results were achieved in Grammar and Punctuation, with 82.7% of students in bands five to eight; 75% of boys, 88.2% of girls and 60% of Aboriginal students.

Percentage in Bands:

Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	24.3	8.1	8.1	13.5	24.3	21.6
School avg 2015-2017	9.4	14.7	21.9	23.1	15.5	15.5

Percentage in Bands:

Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	8.3	16.7	25.0	16.7	19.4	13.9
School avg 2015-2017	7.6	20.3	23.8	18.5	17.2	12.8

Percentage in Bands:

Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	5.4	16.2	29.7	16.2	16.2	16.2
School avg 2015-2017	9.0	17.4	24.8	16.2	20.9	11.6

Percentage in Bands:

Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	2.7	5.4	21.6	37.8	27.0	5.4
School avg 2015-2017	4.6	11.4	25.5	28.2	24.8	5.5

Percentage in Bands:

Year 5 - Grammar & Punctuation

Band	3	4	5	6	7	8
Percentage of students	16.0	36.0	4.0	32.0	8.0	4.0
School avg 2015-2017	6.5	20.9	24.7	23.9	21.2	2.8

Percentage in Bands:

Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	12.0	32.0	16.0	20.0	16.0	4.0
School avg 2015-2017	7.6	26.5	14.4	21.7	14.4	15.3

Percentage in Bands:

Year 5 - Spelling

Band	3	4	5	6	7	8
Percentage of students	20.0	8.0	16.0	32.0	20.0	4.0
School avg 2015-2017	9.0	14.8	24.4	34.0	15.1	2.8

Percentage in Bands:

Year 5 - Writing

Band	3	4	5	6	7	8
Percentage of students	20.0	24.0	32.0	12.0	12.0	0.0
School avg 2015-2017	13.3	18.9	32.6	25.6	8.1	1.5

In Numeracy, CPS continued to improve with 64% of students in bands three to six; 66.6% of boys and 61.6% girls. 17% of Aboriginal students achieved in bands three to six.

In Numeracy, 77.7% of students achieved in bands five to eight; 75% of boys, 80% of girls and 60% of Aboriginal students.

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.

Ensuring learning success for all students is at the forefront of work in all schools. The Premier's Priorities in relation to education set the benchmark to increase by 8% student performance in the top two bands of the National Assessment Program – Literacy and Numeracy (NAPLAN). An overall analysis of student performance shows pleasing progress in growth across the aspects of literacy and numeracy providing a strong platform to achieve growth in student performance in the top two bands.

In 2017, 33% of students achieved in the top two bands in Year 3 Reading compared to 42% in 2016 and 33% in 2015. In Year 3 Writing, 32% of students achieved in the top two bands in 2017 compared to 38% in 2016 and 20% in 2015. In Year 3 Spelling, 32% of students achieved in the top two bands in 2017 compared to 38% in 2016 and 26% in 2015. In Year 3 Grammar and Punctuation, 46% of students achieved in the top two bands in 2017 compared to 27% in 2016 and 20% in 2015. In the aspect of Year 3 Numeracy, 21% of students achieved in the top two bands in 2017 compared to 20% in 2016 and 26% in 2015.

Year 3 Reading three-year average performance in top two bands – 30%.

Year 3 Writing three-year average performance in top two bands – 30%.

Year 3 Spelling three-year average performance in top two bands – 32%.

Year 3 Grammar and Punctuation three-year average performance in top two bands – 31%.

Year 3 Numeracy three-year average performance in top two bands – 22%.

In 2017, 20% of students achieved in the top two bands

in Year 5 Reading. This is compared to 23% of students in 2016 and 47% in 2015. In Year 5 Writing, 16% of students achieved in the top two performance bands in 2017 compared to 3% in 2016 and 13% in 2015. In Year 5 Spelling, 24% of students achieved in the top two bands in 2017 compared to 3% in 2016 and 26% in 2015. In Year 5 Grammar and Punctuation, 12% of students achieved in the top two bands compared to 20% in 2016 and 39% in 2015. In the aspect of Year 5 Numeracy, 8% of students achieved in the top two bands in 2017, compared to 3% in 2016 and 34% in 2015.

Year 5 Reading three-year average performance in top two bands – 30%.

Year 5 Writing three-year average performance in top two bands – 10%.

Year 5 Spelling three-year average performance in top two bands – 21%.

Year 5 Grammar and Punctuation three-year average performance in top two bands – 23%.

Year 5 Numeracy three-year average performance in top two bands – 15%.

Overall there has been some year-on-year gains from 2015 to 2017 with some fluctuations. Moving forward, a continued emphasis on syllabus implementation, quality pedagogies consistently implemented across K-6 in Reading, Writing, Spelling and Numeracy through action research will support the progress of student learning growth, with NAPLAN being one form of measurement. Other performance measures, specifically classroom assessment and tracking student performance on the Literacy and Numeracy Continuum enable teachers to support student learning needs in a timely manner.

A comment cannot be made in relation to the performance of Indigenous students due to the relatively small cohort group and privacy requirements.



Parent/caregiver, student, teacher satisfaction

I am grateful to parents who sent in two forms last term as part of our consultation process. One form was to seek feedback on what we are doing well and areas we can improve in. The other was a questionnaire on the

Melbourne Declaration that was sent to all families.

Things we are doing well

Tree Families

Rewarding kids and encouraging them to do their best/putting individual needs first

Community involvement

School uniforms

New seating at the front of the school

Kids are involved in running the school assembly

Great staff

The school is a 'lovely small school', there is always something happening and the ladies in the office are 'super helpful'

Communication is good – notifying parents

Our kids are incredibly happy

Partnership with Jerrinja

Use of the parent See–Saw app

"That was the best sports carnival I have been to in many years."

The following areas attracted the most feedback

1. **Communication**
2. **Involving parents**
3. **Personable staff**

Things you think we can improve

Sharing what the kids are doing in the classroom

Uniform shop open longer and lower prices for uniform

Make the sports program that was made available through basketball every term– the kids learnt a new skill and it was valuable and motivating

Communicating new concepts and ideas with parents/carers

Extra staff to help out the children who find it hard to separate from parent/carer

A short parent teacher interview at the end of term two to review student learning

I miss KidBiz on paper!

More communication between teachers and students

Have a school calendar

Providing information in a clear and consistent way

School assemblies could be more engaging

Access to the school ground at drop–off and pick up

The following areas attracted the most feedback

1. **Access for drop–off and pick–up**
2. **Sharing what the kids are learning**

Possible changes you would like to see

More activities for kids to do at lunch time

Kids learning a musical instrument

Large fence around the front of the school

More drop–off zones

An extension group for students

Too many extra things taking away from the curriculum, other activities where possible should happen in the afternoon

The following areas attracted the most feedback

1. **More drop–off zones**

Other aspects related to our school

This school is fantastic, very happy my children come here!

There is a lot of rubbish in the playgrounds

I am very happy with the outcome of my daughter's learning – I cannot fault the school or her teacher

Great idea to put fence at back of school

Follow up re bird watching boxes

Cullunghutti choir seems to have disappeared

Head lice, feel like I am constantly treating head lice

Melbourne Declaration feedback

In the area of **Successful Learners** the statements with the highest frequency for **parents** were:

Have essential skills in literacy and numeracy – 70%

Be motivated to reach his/her potential – 70%

Be creative, innovative and resourceful, and a problem solver – 47%

In the area of **Confident and Creative Individuals** the

statements with the highest frequency for parents were:

Have a sense of self-worth, self-awareness and personal identity that enables him/her to manage his/her mental, emotional, spiritual and physical wellbeing – 70%

Be able to relate to others and form healthy relationships – 58%

Be developing his/her personal values such as honesty, resilience, empathy and respect – 58%

In the area of **Active and Informed Decisions** the statements with the highest frequency for parents were:

Be able to act with moral integrity – 70%

Be able to work for the common good, in particular sustaining and improving natural and social environments – 52%

Be able to appreciate Australia's social, cultural and religious diversity and have an understanding of Australia's system of government, history and culture – 47%

In the area of **Successful Learners** the areas that had the greatest response were:

Student response

Students should have essential skills in literacy and numeracy – 71%

Students should be creative, innovative and resourceful ,and a problem solver – 71%

Students should be able to work collaboratively, work in teams and communicate ideas – 57%

Staff response

Students should have essential skills in literacy and numeracy – 100%

Students should be creative, innovative and resourceful problem solvers – 80%

Be motivated to reach his/her full potential – 60%

In the area of **Confident and Creative Individuals** the areas that had the greatest response were:

Student response

Students should be developing personal values such as honesty, resilience, empathy and respect – 85%

Students should be able to make rational and informed decisions about their lives and accept responsibility for their own actions – 57%

Students should be able to relate to others and form healthy relationships – 57%

Staff response

Students should be developing personal values such as honesty, resilience, empathy and respect – 100%

Students should be able to relate to others and form healthy relationships – 60%

Students should be developing personal values such as honesty, resilience, empathy and respect – 60%

In the area of **Active and Informed Decisions** the areas that had the greatest response were:

Students response

Students should be able to appreciate Australia's social, cultural and religious diversity and have an understanding of Australia's system of government, history and culture – 85%

Students should be committed to national values of democracy, equity and justice – 57%

Students should be able to understand and acknowledge the value of Indigenous cultures and contribute to processes of reconciliation – 57%

Staff response

Be developing into a responsible global citizen – 60%

Be able to act with moral integrity – 60%

Be able to communicate across cultures – 60%

Policy requirements

Aboriginal education

Personalised Learning Pathways were developed through student, teacher and parent consultation. The plans include goals for various areas of learning. An Aboriginal Education Officer was supplemented with an Indigenous School Learning Support Officer to ensure all students were thriving in their endeavours.

The school hosted the local Jerrinja Reconciliation Walk with local community, pre-schools and the neighbouring school (Callala Public School) participating. Aunty Grace provided an outstanding presentation about Lake Woolumboola with the support of Uncle Charlie which was highly contextual and engaging.

National Aboriginal and Islander Day Observance Day Committee (NAIDOC) Day was celebrated according to our usual tradition and custom of a week-long program of activities beginning with a flag raising ceremony, Doing Things Together Activities and an Indigenous performer.

The school continues to consult regularly with the Jerrinja community to shape future Aboriginal Education programs and initiatives.

Multicultural and anti-racism education

Our school has an anti-racism contact officer. Any issues that occur relating to racism are dealt with according to the school's discipline and wellbeing policy, which includes actions by the anti-racism officer. Very few of these instances occur.

All students participate in our annual Reconciliation and NAIDOC Week activities as well as learning about diversity through the implementation of a holistic curriculum.