

# Brooke Avenue Public School

## Annual Report



2017



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## Introduction

The Annual Report for 2017 is provided to the community of Brooke Avenue 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.

Owen Dalkeith

Principal

### School contact details

Brooke Avenue Public School

Brooke Ave

Killarney Vale, 2261

[www.brookeave-p.schools.nsw.edu.au](http://www.brookeave-p.schools.nsw.edu.au)

[brookeave-p.School@det.nsw.edu.au](mailto:brookeave-p.School@det.nsw.edu.au)

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## School background

### School vision statement

Brooke Avenue Public School, in partnership with the community, aims to empower students to develop their individual potential with the knowledge, skills and values to become creative problems–solvers, decision–makers and proud, successful Australian citizens.

### School context

Brooke Avenue Public School is located on the Central Coast of NSW, serving a diverse population within a low socio–economic context. There are currently over 460 students, representing 21 different nationalities, 63 Aboriginal or Torres strait Islander students. A total of 61 staff are led by a Principal (P3), one Deputy Principal (Instructional Leader) and 4 Assistant Principals. Funding through the resource allocation model (RAM) has allowed us to increase our staffing with extra School Learning Support Officers (SLSOs), School Administrative Officers (SAOs) and extra time for our General Assistant (GA) and Canteen Manager. The school receives a high level of funding for students with disabilities. In 2015 the school became a part of Early Action for Success to provide 3 tiers of intervention support for students in K–2. This included involvement in the Language, Learning and Literacy (L3) program and Focus on Reading (FOR). Stage 3 students commenced working through Advancement Via Individual Determination (AVID), which is preparing them better for future learning and secondary and tertiary education. A culture of ongoing improvement and an explicit focus on quality professional learning in differentiation, analysing and responding to data, enrichment and extended learning, fluid and flexible groupings and technology will ensure the application of best practice to every student learning experience. Our students are involved in a variety of extra–curricula activities including dance, didj playing, public speaking, chess, choir, art, gardening, cooking and many sports. The school enjoys a strong partnership with the other schools in the Tuggerah Lakes Learning Community, the local Kuriwa AECG, our local preschools and our active and

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework 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 Brooke Avenue Public school is 'Sustaining and Growing' across the three domains of Leading, Teaching and Learning.

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

### Partnerships with the community

#### Purpose

Strong community partnerships are critical in improving the effectiveness of current school practices. AT BAPS, we will improve student engagement and academic outcomes and enhance student social wellbeing. Also, with a significant ATSI population, there is a need to further develop staff cultural competencies and build parent capacity.

#### Overall summary of progress

To strengthen our connection with our local preschools and childcare centres the ES1 Assistant Principal and Instructional Leader met with carers and directors to discuss student needs for transition and Kindergarten in 2018. From this, measures were put in place to ensure smooth transitions and a successful start to BAPS. In addition we engaged in the "Pre-School Program", a DET program that fosters the quality relationships between primary schools and local feeder preschools. This program encouraged more regular visits to the preschool to support the implementation of quality literacy and numeracy activities, which allowed for sound and trusting relationships to be created between the executive and the 2018 Kindergarten students.

Coming Up To Big School (CUBS) has been a successful playgroup based session that occurs weekly throughout Terms 2 and 3. Parents and their children come along and network with other community members with the guidance of an SLSO and Teacher. It encourages parents to play with their children whilst interacting with and creating support within the school community.

Kindy Start has proven to be an effective transition to school program with an increase in weekly participation in 2017. Students attended a half day session once a week in Term 4 and participated in activities that familiarised them with the staff, students and BAPS community as well the classrooms and playground areas.

The current transition from Brooke Avenue to Tuggerah Lakes Secondary College Tumbi Umbi Campus ensures students have a smooth and successful beginning to their high school journey. Students actively engage in Tumbi Tasters– a day of activities to familiarise themselves with the school, a sports day that includes all primary feeder schools from the Tuggerah Lakes Learning Community and identified students participate in weekly lessons.

To build community capacity, broadened avenues of communication with the school community e.g. Skoolbag, Facebook, surveys, newsletters continued to be utilised and were embraced by our BAPS community. Our Schoolbag app has increased in downloads to 1744. Parent feedback has been positive and measures taken to address concerns and opinions regarding their children's learning and well being.

The Community partnership worker plays a vital role in connecting families with outside agencies and supporting the social, emotional and welfare needs of our students.

The role of the Welfare Chaplain was reintroduced to provide a listening ear and a caring presence in the school, available to all students and families

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Every partner preschool is collaboratively involved in the transition process as measured by the Transition to School Statement and high school transition strengthened through the AVID program.	\$15 000  Socio economic background funding	Based on 2017 enrolments, 47 students attended CUBS, representing 73% of the Kindergarten cohort and the majority of students at feeder preschools.
Increased parent capacity to support children at home through a clearer understanding of curriculum by improved communication, participation rates and evaluations at parent workshops, associations and events and the Tell Them from Me survey.	\$5000 Parent forums and workshop organisation and staffing	Tell them From me Survey showed parents have developed a greater understanding of the curriculum and students' stages of learning.
All staff show growth in cultural competencies using the 8 Ways of Learning and the Cultural Proficiency Model.	\$17 000  Aboriginal funding	Feedback from staff professional learning reflected that 100% of staff felt they had improved their ability to embed cultural perspectives into teaching and learning.

## Next Steps

- Increasing the number of undergraduates and institutions involved in the professional experience placement of teacher education students and crafting a high quality induction program
- Surveying staff and the school community on PBL priorities and changes to school custom and practice
- Expanding the role of the Community Partnerships Worker to further support students and families, even after transitioning to high school
- Broadening and enhancing the school's online digital presence – from the website to social media, mobile and digital signage including seesaw
- Generating local media interest and promoting the school through increased use of Departments media unit
- Strengthening the partnership with Brooke Avenue ELC with staff and students attending the pre-school and the pre-school attending school events

## Strategic Direction 2

### Empowering students

#### Purpose

Empowering students is integral to increasing student engagement. AT BAPS, we ensure cultural inclusivity and ownership over learning. This ensures students from all backgrounds will be catered for and prepared for lifelong learning academically, socially and emotionally.

#### Overall summary of progress

Instructional coaching and executive support have been accessed Teaching programs reflect student learning at point of need, K–6. PL provided where needed.

Teacher Professional Learning to develop common language and understanding around learning intentions, success criteria, learning goals.

Learning Support Team flowchart produced and Teacher Professional Learning provided to support its implementation

- Data collection formalised around PLAN
- Data wall produced based on data from PLAN – driving support in Reading/Writing

The Smith Family, 'Learning for Life' reading program was again implemented in 2016 with many children attending this after school hours. This increased community involvement at BAPS and empowered students who attended in Literacy.

PLAN and NAPLAN data has been widely analysed. Teachers are using the PLAN data to assess students in Numeracy and Literacy. Teachers then differentiate lessons to teach students at point of need, thus empowering students as they are learning at their level.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All Aboriginal students achieving at or above expected cluster markers in Literacy and Numeracy.	\$100 000 Socio economic background funding  \$79 000 Aboriginal Education	In Numeracy 84% of our Aboriginal students reached the expected cluster markers in Early Arithmetic Strategies and 54% reached the expected cluster markers in Place Value.  In Literacy 60% of our Aboriginal students reached the expected cluster markers in Reading Texts, 48% in Comprehension and 32% in Writing.  (PLAN T4 2017 data.)
All students feel empowered with their learning and have an understanding of how to take responsibility for their learning, through self-direction and feedback ('Tell Them From Me' student survey).	\$3 000 Socio economic background funding	School based surveys and anecdotal data reflected that students feel empowered with their learning and have an understanding of how to take responsibility for their learning, through self-direction and feedback. Students reported an increased level of choice in their learning which is supported and fostered by staff.

#### Next Steps

BAPS has continued our Positive Behaviour for Learning (PBL) journey, a whole school approach to supporting the

learning and well being of all students. All K–6 classes will participate in fortnightly PBL lessons focusing on non–classroom settings and staff will explicitly teach expected behaviours to students. A PBL team has been formed to provide a framework for the school and its community to collectively support the well being of every student.

Continue to build on the improved Learning and Support processes in the school ensuring students at risk are well monitored and supported through EAfS K–2, Learning and Support Teacher (LAST) and SLST staff etc and that relevant documentation is uploaded to the Sentral Welfare System.

Links with our Aboriginal students and their families will be maintained and further developed with our Aboriginal Liaison Teacher. The creation of PLPs for our Aboriginal students and programs and activities offered to our Aboriginal students will further empower our Aboriginal families and students.

Literacy and Numeracy skills for our Aboriginal students will be supported by quality teaching and learning programs, embedding the 8 Ways of Learning where possible.

## Strategic Direction 3

### Dynamic and engaging teaching and learning

#### Purpose

Relevant, quality innovative teaching and learning opportunities are essential to engage students, foster creativity and develop individuality. At BAPS we open students' minds to new ways of learning through the broad and diverse NSW Syllabus for the Australian Curriculum. This provides our students with the skills to pursue further education throughout their lives and reach their full potential.

#### Overall summary of progress

Our goal to strengthen innovative instructional leadership has been a strong focus of ongoing professional learning via our Instructional Leader under the Early Action for Success reform and the introduction of Instructional Coaching for all K–6 teachers. The priority has been to develop the capacity of all teachers to cater for the individual needs of students by building on their strengths, determining professional learning needs and strategically planning for improvements in the learning environment.

Teachers in K–6 have engaged in professional learning for writing and mathematics with teachers in K–2 having engaged in evidenced based, quality professional learning in L3K and L3 Stage 1. This professional learning has assisted teachers to develop a deeper understanding of effective pedagogy and current research to refine their teaching practice. Teachers have developed skills in the use of assessment and skills in personalising learning for individual students.

Student performance data has been closely examined and monitored in 5–week cycles and coaching has been provided to teachers through feedback, data conversations and professional dialogue to improve teaching practice.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
At least 85% of students will achieve their benchmark cluster expectation in writing and comprehension on the literacy continuum.	Socio-economic RAM \$25 000	46% of students K–6 achieved their benchmark cluster in comprehension in 2017. 44% of students achieved their benchmark cluster in writing K–6.
100% of Year 5 students achieve growth in NAPLAN in reading, spelling, writing, grammar and punctuation and numeracy.	Socio-economic RAM \$45 000	51% of all students were at or above expected growth in 2017
By the end of Year 2, at least 85% of students will achieve EAFS benchmarks for Literacy and Numeracy measured by cluster markers on the Literacy and Numeracy continuums.	EAFS—\$217,000 Socio-economic RAM \$40 000	68% of students achieved EAFS benchmarks in Reading; 60% in comprehension; 39% in writing; 93% in Early Arithmetical Strategies and 82% in number sequences.

#### Next Steps

- Continued PL in L3K and L3 Stage 1.
- Continue to collaborate with school leadership to ensure K–6 teachers have on-going access to professional learning targeting individual literacy and numeracy needs.
- Provide tiered interventions to students identified as being below expectations of learning in literacy and numeracy. Develop capacity of all staff to identify learning needs of students identified in NAPLAN and ensure all students achieve growth of at least 80%.
- Ensure assessment and reporting schedule involving ongoing data collection is consistent K–6 in PLAN.
- Provide strategic advice, training and support to all teachers assisting them to meet their PDP goals in professional



learning. Develop greater capacity of school leadership team to support teachers seek accreditation for the Australian Professional Standards.

- Engage a 3–6 Instructional Leader to provide coaching and mentoring for teachers
- Strengthen Instructional Coaching model to involve individual mentoring and planning sessions with an Instructional Leader.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Total \$83 000 Aboriginal Liaison Officer (\$60 000) Teacher relief (\$6000) 8 Ways PL (\$6000) Community leader cultural studies (Dance)(\$5000) Gulangfest(\$2000)	All students have Personal Learning pathway (PLP) and are making progress across the literacy and numeracy continuum.  Increasing numbers of parents were involved in the development and monitoring of the PLPs. Aboriginal students are demonstrating higher than state average levels of progress.  Cultural significance is included in all PLPs in consultation with Aboriginal community members and significant others.  Remaining and new staff members completed 8 Ways of Aboriginal Learning training.  More staff involved in Cultural Competencies PL Weekly cultural studies coordinated by local Aboriginal community members.
<b>English language proficiency</b>	\$2466	In class support provided by SLSOs.
<b>Low level adjustment for disability</b>	\$58 284 SLSO support Review Meetings	All students requiring adjustments and learning support are catered for within class programs and other whole school strategies.  All students at risk provided with Individual Education Plans (IEP) School Learning Support Officer employed to provide in class support.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$80 000 Teacher Relief	Instructional leadership implemented across all K–6 teaching teams through modelling of explicit teaching and learning, mentor and supporting teachers in classrooms.
<b>Socio–economic background</b>	\$420 000	School leadership team completed coaching training and practising discussions with Stage teams for Professional Development Framework purposes.  Executive teacher with off class interventionist roles and mentor roles. Community Partnership Worker employed to align families with support services.  Speech therapist working weekly with students identified in pre school screening.  All feedback from community, staff and students (surveys, regular feedback, number of community members requesting Community Partnership Worker for information) attests to the positive relationships built through the Community Partnership Worker role.
<b>Support for beginning teachers</b>	\$57 000	Teacher mentor assigned to beginning teacher  Point of need professional learning

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	244	233	240	240
Girls	223	218	224	222

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.8	92.9	93.3	94.3
1	93.2	92.8	92.1	91.2
2	93.6	93.7	91.8	89.6
3	92.9	93.5	90.9	91.4
4	91.8	92.5	92.3	91.5
5	93.8	92.7	91.8	91.3
6	93.6	93.1	90.6	91.5
All Years	93.2	93.1	91.8	91.5
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

#### Management of School Attendance

Classroom teachers mark attendance each day on SENTRAL. Classroom teachers must mark the electronic roll by 10:00am each school day. If technology issues prevent the marking of an electronic roll, a class list must be clearly marked with the day's date showing students who are absent from school. This class list will be sent to the school office by 10:00a.m. .

Students who are late or who leave early are issued with a Partial Absence slip which must be given to the teacher as an indication that the partial absence has been recorded centrally.

Attendance Monitoring Fortnightly roll checks will be made by Assistant Principal the Home School Liaison Officer (HSLO) to ensure that all students maintain an acceptable attendance pattern. If a classroom teacher is concerned about lack of attendance or consistent lateness they should seek advice from their stage leader so that rectification measures can be taken or a referral made to the Learning Support Team (LST)

#### Procedures for Dealing With Unacceptable Attendance

Brooke Avenue Public School implements a wide range of strategies to support the regular attendance of students, including extensive contact with parents to resolve issues of non-attendance. These strategies include letters, phone calls, interviews and family support.

For students with an unacceptable level of attendance a checklist is kept in the class roll for the easy access of the classroom teacher, stage leader and Principal. When classroom teachers feel a student has an unacceptable attendance pattern and the student is not already being monitored, they are referred to the Learning and Support Team. The LST will discuss and implement strategies to improve attendance. This includes the use of monitoring with the Sydney Region Attendance Checklist for Schools so that appropriate documentation is available if a referral needs to be made to the HSLO.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	17.96
Teacher of Reading Recovery	0.84
Learning & Support Teacher(s)	1.7
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	3.68
Other Positions	0

\*Full Time Equivalent

Our School employs six staff with Aboriginal Heritage. Four Classroom teachers and 2 School Learning and Support Officers.

## Teacher qualifications

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

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	85
Postgraduate degree	15

## Professional learning and teacher accreditation

All teachers had opportunities to participate in a variety of professional learning throughout the year ranging from school based activities to external professional learning. Professional learning included;

- L3 training K–2
- Gifted and Talented
- Collaborative Planning
- Positive Behaviour for Learning
- Technology
- Aboriginal Education
- Mandatory training– Anaphylaxis, CPR etc .

All staff participate in regular professional learning activities that focus on improving student outcomes. In addition to regular team meetings and staff meetings, teachers are given the opportunity to develop the quality of their teaching through demonstration lessons, team teaching and their implementation of professional learning plans. And other professional learning included in the strategic directions.

## 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>	280,938
<b>Revenue</b>	4,694,729
Appropriation	4,482,385
Sale of Goods and Services	74,212
Grants and Contributions	135,809
Gain and Loss	0
Other Revenue	0
Investment Income	2,324
<b>Expenses</b>	-4,548,687
Recurrent Expenses	-4,508,037
Employee Related	-4,178,312
Operating Expenses	-329,724
Capital Expenses	-40,650
Employee Related	0
Operating Expenses	-40,650
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	146,043
<b>Balance Carried Forward</b>	426,980

Brooke Avenue Public School finance committee meets each term to ensure the accuracy, reliability and integrity of accounting and financial administration. The Finance in Schools Handbook is used to support the school in complying with the Public Finance and Audit Act 1983. Professional learning was undertaken this year to develop a sound understanding of the integrated administration system provided by the introduction of LMBR, focusing on the HR budget tool and the Electronic Financial Planning Tool. The intended use of funds available from 2017 is to upgrade technology in the school and the infrastructure to support it. We also intend to establish a formalised whole school mentoring program with a proportion of the funds available. and other initiatives as outline in relevant sections of the Annual Report.

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	3,069,706
Base Per Capita	70,911
Base Location	0
Other Base	2,998,794
<b>Equity Total</b>	763,864
Equity Aboriginal	79,754
Equity Socio economic	433,574
Equity Language	2,466
Equity Disability	248,069
<b>Targeted Total</b>	147,100
<b>Other Total</b>	446,980
<b>Grand Total</b>	4,427,650

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.

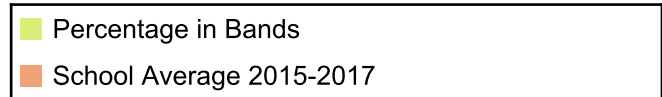
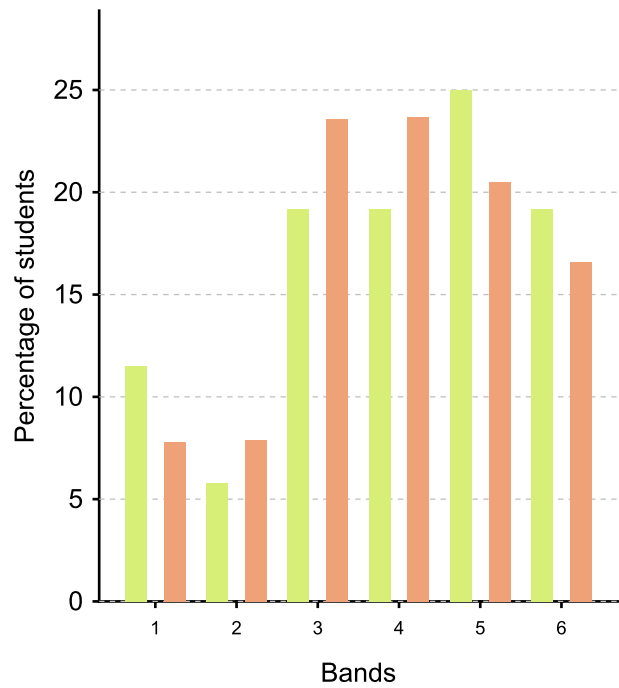
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

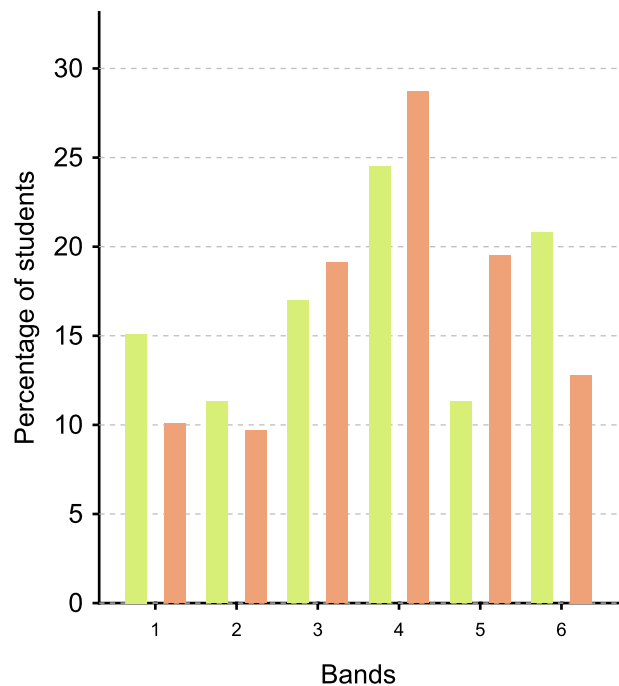
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

**Percentage in bands:**  
Year 3 Grammar & Punctuation



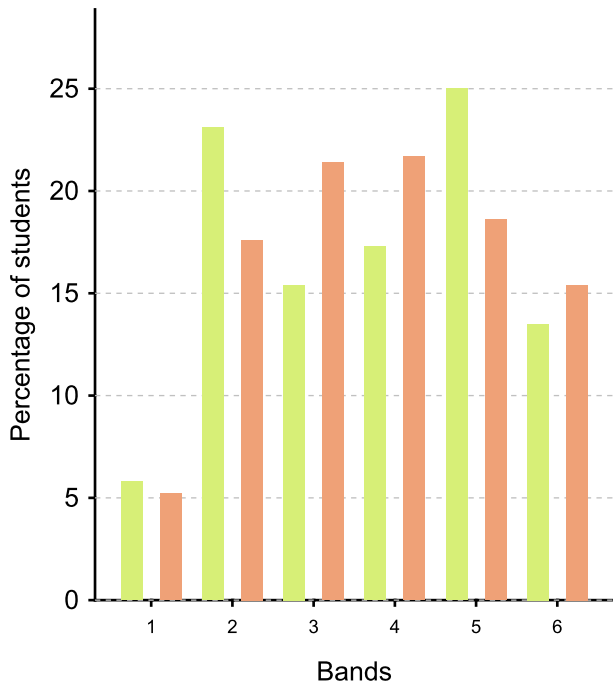
Band	1	2	3	4	5	6
Percentage of students	11.5	5.8	19.2	19.2	25.0	19.2
School avg 2015-2017	7.8	7.9	23.6	23.7	20.5	16.6

**Percentage in bands:**  
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	15.1	11.3	17.0	24.5	11.3	20.8
School avg 2015-2017	10.1	9.7	19.1	28.7	19.5	12.8

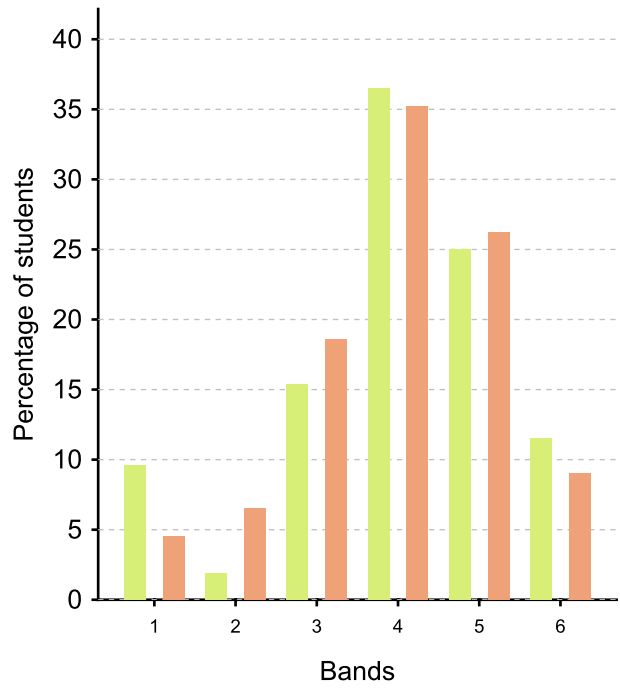
**Percentage in bands:**  
Year 3 Spelling



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	5.8	23.1	15.4	17.3	25.0	13.5
School avg 2015-2017	5.2	17.6	21.4	21.7	18.6	15.4

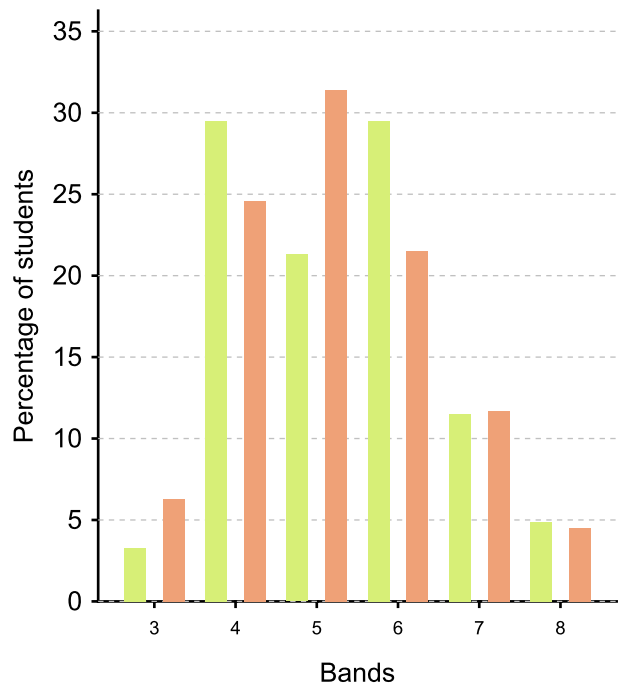
**Percentage in bands:**  
Year 3 Writing



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	9.6	1.9	15.4	36.5	25.0	11.5
School avg 2015-2017	4.5	6.5	18.6	35.2	26.2	9.0

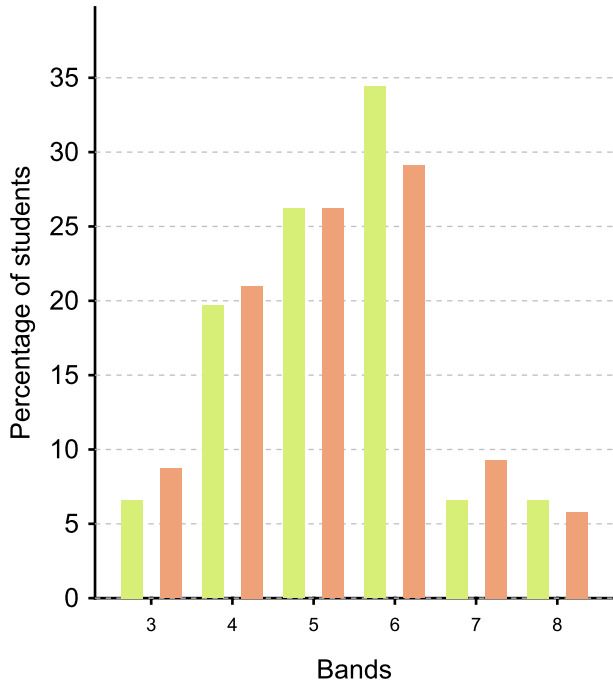
**Percentage in bands:**  
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

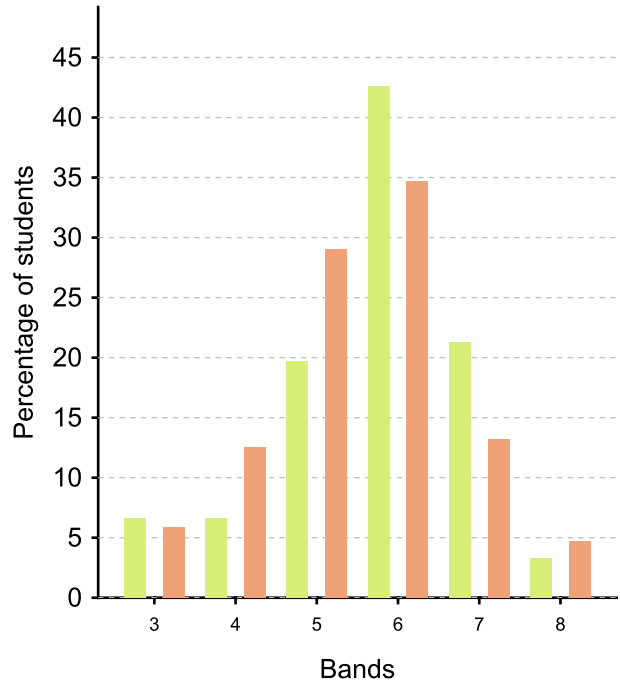
Band	3	4	5	6	7	8
Percentage of students	3.3	29.5	21.3	29.5	11.5	4.9
School avg 2015-2017	6.3	24.6	31.4	21.5	11.7	4.5

**Percentage in bands:**  
Year 5 Reading



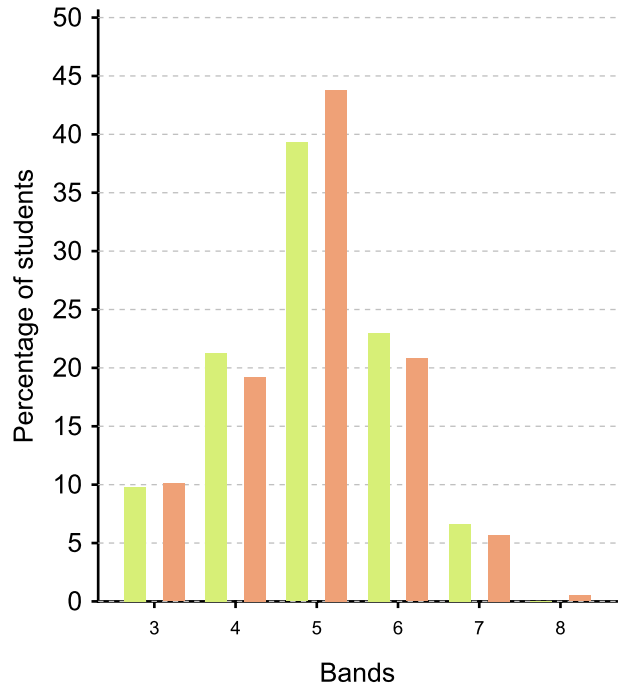
Band	3	4	5	6	7	8
Percentage of students	6.6	19.7	26.2	34.4	6.6	6.6
School avg 2015-2017	8.7	21.0	26.2	29.1	9.3	5.8

**Percentage in bands:**  
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	6.6	6.6	19.7	42.6	21.3	3.3
School avg 2015-2017	5.9	12.5	29.0	34.7	13.2	4.7

**Percentage in bands:**  
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	9.8	21.3	39.3	23.0	6.6	0.0
School avg 2015-2017	10.1	19.2	43.8	20.8	5.7	0.5

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

In 2017, in accordance with the Premier's priorities improving education results, schools are required to report on their student performance for the top two NAPLAN bands in reading and numeracy.

At Brooke Avenue Public School, in Year 3, 32% (16% Aboriginal) of students were in the top two bands for reading and 32% (16% Aboriginal) in numeracy. In Year 5, 13% of students were in the top two bands for reading and 6% in numeracy.

## Parent/caregiver, student, teacher satisfaction

Each school year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. In 2016 the school utilised the Tell Them From Me Surveys. The results showed:

More than 80% of our students participate in a range of sports and clubs and as a result feel a sense of belonging at school. These students also identified as having developed positive relationships at school and are actively involved in the life of the school.

90% of our students value schooling outcomes. They feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their classroom and school behaviour.

The majority of students surveyed agreed that their effort and quality of instruction offered at school is high.

## Policy requirements

### Aboriginal education

Brooke Avenue Park Public School is committed to the continual improvement of the educational outcome and well being of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and training. In 2017, three students identified as being Aboriginal and/or Torres Strait Islander descent. Brooke Avenue 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:

- The employment of Aboriginal Liaison officer to support the all Aboriginal students.
- Staff participation in 'Connecting to Country'
- Acknowledging the traditional custodians of the land in all assemblies and an Acknowledgement of Country plaque displayed in the school.
- Regular consultation with Kuriwa AECG
- Integration of Aboriginal perspectives across Key Learning Areas so students can develop deep knowledge and understanding about Australia's first people.

### Multicultural and anti-racism education

Our school has culturally inclusive practices embedded across the school. All stages have implemented teaching and learning programs that foster students' understandings of culture, cultural diversity, racism and active citizenship within a multicultural and democratic society. Our students participated in Harmony Day celebrations this year.

Two teachers have completed training and 3 teachers are accredited as ACRO contact officers.

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 expectations of showing respect, being a learner and being safe help support these values. Students, teachers, parents and the community are doing a very good job of living together in harmony.