

# North Nowra Public School

## Annual Report



2017



4618

## Introduction

The Annual Report for 2017 is provided to the community of North Nowra 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.

Peter Wright-Smith

Relieving Principal (2017)

## School contact details

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## School background

### School vision statement

Empowering a positive future for our learning community.

### School context

The Wodi Wodi people of the Yuin Nation are the traditional owners of the land where North Nowra Public School is built. The school community acknowledges the traditional owners and pays respect to our Aboriginal Elders who guide and support the education of all students at this school.

In 2017, there were approximately 220 students enrolled at North Nowra Public School. There are 9 mainstream classes and 3 support classes (2 Multicategorical Classes and 1 Autism class). There is approximately 16 % Aboriginal student enrolment.

*Living and Learning Together* is the school motto. All members of the school community are encouraged to work and learn together. Lifelong learning and ownership of learning is also encouraged to empower a positive future for all members of our school community.

Staffing and funding are allocated to support and develop literacy and numeracy for all students. The teachers are committed to improving the academic outcomes for our students through a commitment to Language, Learning and Literacy (L3) pedagogy; peer coaching; collaborative planning; innovative teaching and a focus on positive behaviour reinforcement.

The school site is shared with Havenlee School which is a school for a specific purpose (SSP). The students at Havenlee all have an intellectual disability, coupled with other complex disabilities. The hall, library and canteen are shared facilities. Additionally, the 2 schools endeavour to work together and provide opportunities for interaction between students and the staff from both schools.

# 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 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:

In the domain of Learning the analysis showed that further improvement could be achieved in the element Assessment and Reporting in the Learning Domain. In particular, this could be achieved by actively engaging our parent body in conversations about student and school-level data to drive future planning. This focus will be reflected in our 2018 – 2020 school planning cycle. A sustained focus on effective classrooms through ongoing and quality instruction supported by our ongoing commitment to instructional leadership will also contribute to improvements in both internal and external measures of achievement. Our continuing commitment to well-being will be identified in the 2018 – 2020 school plan through ongoing provision of student and community wellbeing structures such as the Wellbeing Officer, KidsMatter space and BounceBack! In the future, extracurricular learning opportunities will be significant and have a strong focus on improving student development. These enriched learning opportunities will be identified in the school's values and priorities.

In the domain of Teaching, the analysis showed that further improvement could be achieved in the element Professional Standards in the Teaching Domain. We are currently delivering in this area and will improve by encouraging teachers to work beyond their classrooms and share their expertise in specific areas, thus contributing to broader school programs. We will also continue to develop teacher content knowledge and teaching practice through engagement in high quality, evidence-based professional learning to adapt and refine teaching strategies.

In the domain of Leading, the analysis showed that further improvement could be achieved in the element School Planning, Implementation and Reporting in the Leading Domain. This will be achieved by consistently reviewing and updating the school plan and milestones and communicating these more effectively to the staff and community. By integrating the strategic directions into the daily operation of the school, staff will be able to articulate the purpose of each direction and work towards these priorities. Communicating these more effectively to parents ensures that they are involved and invested throughout all aspects of the school planning process and demonstrates the value that we place on community engagement.

Our self-assessment and the external validation process will assist the school to refine our school plan for 2018 – 20, 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

Teaching Engagement – Effective and ongoing professional development, which delivers pedagogy that is evidence based and of a high standard

### Purpose

Research demonstrates that the biggest in-school influence on student achievement is the quality of the teacher.

To have a focus on pedagogy that supports teachers to critically reflect on the quality teaching cycle and its effect on student achievement/outcomes.

### Overall summary of progress

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers provide evidence of competency in all focus areas of each standard of Australian Professional Standards for Teachers.	Professional community, Quality Teaching Rounds, \$12000  Coaching courses \$2000  PDP coaching release time, \$4000	All teachers used peer coaching training to develop and inform their teaching practice.  Two Executive attended training in leadership coaching for the Australian Professional Standards for Teachers.
Well-designed and evidence-based teaching and learning programs that cover syllabus outcomes and incorporate a range of pedagogical strategies.	L3 training built into release from face to face times for new teachers  OPL training \$2000  L2 training \$2000	L3 training was provided for all classroom teachers from Kindergarten to Year 2. A Support Unit teacher was also included in the training to support the implementation of the model in the support setting.  A trained L3 teacher was placed on a class containing students placed in it who were focused on learning and capable of working independently.  Two staff trained as School Based Trainers in Focus (FoR) on Reading. These trainers then delivered FoR to all staff 3 to 6, including 2 Support Unit teachers, to improve pedagogy in literacy with a focus on comprehension.  School self-evaluation team determined targets from the School Excellence Framework to ensure that North Nowra Public School is moving towards 'Excelling' in Teaching throughout 2018 – 20 School Plan.

## Next Steps

The 2018 – 20 School Plan focus will be placed on

Excellence in teaching, excellence in learning through:

### **Instructional Leaders K–2 /3–6:**

- Supporting consistent and accurate data collection in literacy and numeracy.
- Identifying student and teacher learning needs through data collection to target specific intervention.
- Providing responsive professional learning to address identified needs and improve teaching practice.

### **Personalised Learning:**

- Learning Support Team (L&ST) responding to data to provide individualised learning for Tier 2 & 3 students.
- L&ST providing responsive professional learning to enable teachers to address any identified need.
- Teachers providing an individualised program that successfully supports the differentiation of the curriculum for all students.

## Strategic Direction 2

Learning Quality – Teaching that provides personalised learning for all students

### Purpose

The Melbourne Declaration (goal 2) states that students will be “successful learners, confident and creative individuals and active and informed citizens”

To enable and maximise the intellectual, physical, social and emotional development of every student.

### Overall summary of progress

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Practices are embedded for parents to engage and understand the learning progress of their children and how to effectively support them to learn.	\$1000 in teacher relief to support initial input of PLAN data for 4 to 6.	Increased time available for stage meetings, peer observations and teacher critical judgement release to facilitate consistent teacher judgment and support used PLAN and SMART data programs to inform individualised programming.
Extensive use of assessment data to identify achievement and gaps in student learning to inform planning for individual students.	\$2000 in teacher relief support to the writing of PLSP's for 129 students across the school	Utilised Learning and Support Teacher (LaST) to assist teachers to provide tiered interventions and cater for students' personal learning needs.  Continued the use of PLAN as a focus for teacher development.  Increased the use of student goal setting and reflection.
Personalised learning and/or support plans are available for all students.	\$1750 for SENTRAL  Ongoing L3 training Professional Learning for • PLSP writing • Using SENTRAL • Data analysis to develop individual learning goals	All teaching staff trained in online Personalised Learning and Support to foster the development of effective writing of targets for Personalised Learning and Support Plans
80% of students achieving at or above Early Action for Success minimum benchmarks in literacy and numeracy	Four Day a week DP Instructional Leader K–2  Five day a week AP Instructional Leader 3 –6	Deputy Principal Instructional Leader supported the implementation of Early Action for Success K–2, the Instructional Leader helped the executive to discuss NSW Department of Education document, Re-assessing Assessment, as stimulus for professional dialogue in stage meetings.  A staff allocation was used to support the Years 3–6 program, and an Instructional Leader AP was employed to share and embed the Early Action for Success model in 3–6 classrooms.

## Next Steps

The 2018 – 20 School Plan focus will be placed on

Learning for today and tomorrow through:

### **Making Learning Visible:**

- Excellent professional learning will lead to consistent implementation of visible learning in every classroom. Evidence of visible learning will be evident throughout teaching programs.

### **Transitions:**

- Students, staff and community will experience smooth transitions between all stages and locations of learning. Data and information will be shared seamlessly.

### **How 2 Learn:**

- Excellent professional learning will enable the development of a positive school culture where all staff, students and community members will display life-long learning dispositions.



### Strategic Direction 3

Community Engagement – Strong relationships across our community through effective leadership, collaboration and communication

#### Purpose

The Melbourne Declaration states that “partnerships engender support for development and the wellbeing of young people and their families and can provide opportunities for young Australians to connect with their communities, participate in civic life and develop a sense of responsible citizenship.

To work in partnership with parents, carers, Aboriginal Elders, agencies and businesses to facilitate positive student outcomes.

#### Overall summary of progress

##### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased number of community partners will know the school's strategic direction and practices to achieve identified educational priorities	2 teacher release days to implement the TTFM survey with parents.	<p>Held a Welcome BBQ to support family connections.</p> <p>Sourced \$5000 sponsorship from Manildra Group to support the Breakfast Club program into the future.</p> <p>The school enjoyed a supportive P&amp;C who continue to work hard to raise funds and increase parent participation in the school.</p> <p>Used a range of parent surveys including the Tell Them From Me survey to obtain data. This has been used to drive the development of baseline data and a knowledge of planning and strategic directions</p>
KidsMatter framework principles are embedded in the school community practices.	\$3000	A 0.4 teacher allocation was used to continue the delivery of the Bounce Back program during release from face to face (RFF) sessions in 2017.

#### Next Steps

The 2018 – 20 School Plan focus will be placed on

Leading a high-performance culture through:

##### Building Community:

- Improved respectful communication will build a positive school culture.

##### Professional Learning for All:

- Individual expertise is recognised and support provided to engage in a cycle of continuous improvement.

##### School Systems Review:

- Relevant, accurate and current documentation meets the needs of the school context.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$36000 SLSO support	<p>20 Lap tops were purchased to support the school driven Bring Your Own Device (BYOD) program. The school recognises that a large percentage of the school community is not position to purchase a device so the school has refurbished the computer lab and ensured that all classrooms have a bank of 8 computers available for student learning.</p> <p>The attendance rates of North Nowra Public School Aboriginal and Torres Strait Islander students was 88%. Each year group attended at the following rates: Kindergarten (86%), Year 1 (88%), Year 2 (87%), Year 3 (85%), Year 4 (94%), Year 5 (89%) and Year 6(87%).</p> <p>NAPLAN results for Aboriginal and Torres Strait Islander students in Years 3 and 5, identified that in 2017 70% of Year 3 students on average achieved higher than Band 2 in all aspects of the NAPLAN assessment. The Year 3 cohort performed above the state average for Aboriginal and Torres Strait Islander students in writing, spelling, grammar and punctuation, and numeracy. In the numeracy learning area Year 3 Aboriginal and Torres Strait Islander students scored within 19 scaled marks of their NSW non indigenous peers. This is a significant closing of the gap from 2016 results. The Year 5 Aboriginal and Torres Strait Islander student results were disappointing in 2017, in all learning aspects, our students' assessment performance was not as high as their Aboriginal peers across the state.</p> <p>Aboriginal and Torres Strait Islander students were involved in 21% of suspensions recorded at the school in 2017. This represented 40% of days that students were suspended from school during the year.</p>
<b>Low level adjustment for disability</b>	<p>\$3040 (flexible funding)</p> <p>\$110551 (1.1 teacher allocation)</p>	<p>20 Lap tops were purchased to support the school driven BYOD program.</p> <p>As a result of early intervention, staff were proactive in providing effective early intervention supports before students entered the classroom. The resources of the breakfast program were also utilised to support the Engagement Room program throughout the day. The program's resources were available to help students whose learning was affected by hunger or students who simply forgot to pack their lunch.</p> <p>The breakfast program would not have been possible without the generous support of Manildra Group, and the North Nowra Bakery who are also financial supporters of the program. Also supporting this program was a wonderful team of volunteers each day preparing food for our students.</p>

<b>Low level adjustment for disability</b>	<p>\$3040 (flexible funding)</p> <p>\$110551 (1.1 teacher allocation)</p>	<p>The staffing resource of 1 teacher allowed the Engagement Room to be staffed 100% of the time in 2017. Utilising an off-class staff member in this way allowed teaching staff to have an additional support strategy for disruptive or disengaged students to reset and support them to re-engage in learning. Using the teacher resource in this way has had the flow-on effect that students who were focused on learning in the classroom could maintain their education with minimal disruption. For students who used the engagement Room regularly, it was also an opportunity to address mental health needs and identify additional strategies to support behavioural plans and Personalised Learning Support Plans.</p> <p>The allocation of 0.1 teacher time was used to support interventionist time to help upwards of 15 students a week who were not meeting benchmarks on the Literacy Continuum in Reading. Students involved in the program throughout the year were able to develop their skills to a level which enabled them to return to their regular program or showed significant growth which enabled them to maintain their learning and not fall further behind their continuum benchmarks.</p>
<b>Socio-economic background</b>	<p>\$93000 (flexible funding)</p> <p>\$30150 (0.3 teacher allocation)</p>	<p>20 Lap tops were purchased to support the school driven BYOD program.</p> <p>After the success of employing the Speech and Occupational therapists in 2016, the program continued in 2017. The program resulted in the screening of all kindergarten students so that early intervention could be sought by parents. Some students identified as needing immediate support to engage effectively in learning. Their families were not in a position to source therapy so they received school-based interventions as part of their Personalised Learning Support Plan.</p> <p>A Family Referral Service worker was employed as a joint project between the Department of Community Services and North Nowra Public School. The Family Referral Service Worker, worked with families to enhance and support access to community-based resources to enable them to support their children's learning more effectively. The service worked with approximately 15 families during the year, linking them to external agency programs or supporting them in communication and planning meetings with doctors and educators to identify more efficient support strategies for their children. The school received this program free of charge in 2017.</p> <p>The Family Referral Service worker was also able to advise the school about child wellbeing matters that would require additional resourcing to ensure that the family and child's needs were met effectively.</p>

<b>Socio-economic background</b>	<p>\$93000 (flexible funding)</p> <p>\$30150 (0.3 teacher allocation)</p>	<p>As a result of moniessaved by not funding the Family Referral Service Worker, the school was able to trial employing a Wellbeing Officer two days a week to support students who were experiencing anxiety and trauma, that is affecting their ability to engage in learning effectively. As a result of the program, more than 100 students were supported throughout the year. The program also impacted on the learning of other students, by allowing teachers to focus on the core business of teaching, leaving a specialist Social Worker to support students quickly and efficiently.</p> <p>The 0.3 FTE teacher allocation employed a teacher to run Tournament of the Minds (ToM). The team involved ten students in a problem-solving program which enhanced the potential of students by developing diverse skills, enterprise, time management, and the discipline to work collaboratively within a competitive environment.</p>
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## Student information

### Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	132	139	113	107
Girls	106	108	106	113

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	95	94.6	95	94.4
1	93.5	93.4	92.4	94.2
2	95.4	94.5	92.8	94.4
3	95.5	93.9	96	91.3
4	94.6	93.2	92.9	93.1
5	93.7	92.3	93.8	93.5
6	92.9	93	94	92.5
All Years	94.3	93.6	93.8	93.4
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

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	9.57
Teacher of Reading Recovery	0.5
Learning & Support Teacher(s)	1.1
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	5.42
Other Positions	0

\*Full Time Equivalent

The Australian Education Regulation, 2013 requires schools to report on the Aboriginal composition of their workforce.

In 2017, one permanent employee at the school was Aboriginal. There were two other Aboriginal people employed on a temporary basis at the school in 2017.

### 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	33

### Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by North Nowra Public School staff in 2017. With the release of a different funding model and research supporting teacher quality is the single largest indicator of student success, this become a focus area. At the end of 2017, all teachers were accredited by NESA at the level of 'proficient'.

There were no teachers seeking accreditation at Highly

Accomplished or Lead status.

An additional \$10000 was provided for professional learning to focus on compliance training for work, health and safety and other mandatory training was made available for all staff. Expenditure on professional learning and accreditation for staff included the following focus areas: Language, Learning and Literacy (L3), Focus on Reading (FoR), Coaching and peer observation, KidsMatter and Personalised Learning eLearning.

Professional learning was enhanced by the appointment of an Instructional Leader through the Early Action for success program. This program provided teachers with classroom and external professional support and learning throughout the year.

## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	148,351
<b>Revenue</b>	3,263,622
Appropriation	3,197,106
Sale of Goods and Services	4,646
Grants and Contributions	60,456
Gain and Loss	0
Other Revenue	0
Investment Income	1,413
<b>Expenses</b>	-3,224,472
Recurrent Expenses	-3,224,472
Employee Related	-2,980,906
Operating Expenses	-243,566
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	39,150
<b>Balance Carried Forward</b>	187,501

In 2017, a conservative approach was taken to spending public funds to ensure that while the school was being managed by a relieving leadership team spending was kept in check so the school would be left in a healthy financial situation for the incoming

leadership team in 2018. Added to this, was the need to be cautious while the relieving leadership team was developing knowledge about the way the new Department of Education's financial systems operate and how to budget within the new financial and funding systems.

### 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>	1,695,682
Base Per Capita	36,229
Base Location	2,611
Other Base	1,656,842
<b>Equity Total</b>	431,063
Equity Aboriginal	68,852
Equity Socio economic	207,404
Equity Language	12,894
Equity Disability	141,913
<b>Targeted Total</b>	645,633
<b>Other Total</b>	234,789
<b>Grand Total</b>	3,007,167

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.

### Literacy

In Year 3, students made improvements in reading and spelling, although results in writing and grammar and punctuation slightly declined compared to previous years.

In Year 5, students demonstrated increased continuous growth in all areas compared to last year's results.

Compared to State growth, our students demonstrated the following:

- Reading: 61.6% compared to State 78.2%
- Writing: 50.8% compared to State 55.1%
- Spelling: 76.2% compared to State 89.6%
- Grammar and Punctuation: 57.3% compared to State 66.6%

In accordance with the Premier's Priorities: Improving education results, schools are required to report their student performance for the top two NAPLAN bands.

In Year 3, the percentage of students performing in the top two bands were as follows:

Reading 23.4%, Writing 32%, Spelling 32%, Grammar and Punctuation 48%.

In Year 5, the percentage of students performing in the top two bands were as follows:

Reading 12%, Writing 4%, Spelling 8%, Grammar and Punctuation 4% .

Another reporting requirement from the State priorities: Better services – Improving Aboriginal education outcomes is for schools with significant numbers of Aboriginal students to report the percentage of aboriginal students in the top two NAPLAN bands

In Year 3, the percentage of Aboriginal students performing in the top two bands were as follows:

Reading 33.3%, Writing 14.3% and Spelling 28.6. 42.9% of Aboriginal students were in the top two bands for Grammar and Punctuation.

In Year 5, there were no Aboriginal students in the top two bands.

### Numeracy

In Year 3, student performance has declined over the past 2 years.

In Year 5, students demonstrated increased continuous growth over the past year. Compared to State growth, our students demonstrated the following:

Numeracy: 91.3% compared to State 96.8%

In accordance with the Premier's Priorities: Improving education results, schools are required to report their student performance for the top two NAPLAN bands.

In Year 3, the percentage of students performing in the top two bands were as follows:

Numeracy: 18%.

Data, Measurement, Space and Geometry: 8% Number Patterns and Algebra: 32%

In Year 5, the percentage of students performing in the top two bands were as follows:

Numeracy: 4.2%.

Data, Measurement, Space and Geometry: 4.2% Number Patterns and Algebra: 4.2%.

Another reporting requirement from the State priorities: Better services – Improving Aboriginal education outcomes is for schools with significant numbers of Aboriginal students to report the percentage of aboriginal students in the top two NAPLAN bands

28.6% of Year 3 Aboriginal students were in the top two bands for numeracy. No Aboriginal students were in the top two bands for Year 5 numeracy.

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

## Parent/caregiver, student, teacher satisfaction

In 2017, the school sought the opinions of parents, students and teachers about the school through the Tell Them From Me survey. Their responses:

This year we asked parents 'How do you want to access information about what your child is learning?' The majority of parents identified that they wanted to have some form of electronic communication with teachers. Of parent survey, 94% indicated that they would prefer to receive communication in an electronic format. These forms included email, website, facebook and applications such as ClassDojo.



Regarding learning, 54% of parents indicated that their child speaks regularly about their learning intentions at home. 63% of parents agreed or strongly agreed that they knew what their child is learning at school.

During 2017, students identified that there was a 15% reduction in bullying. The same group of students were asked if they could identify someone at school who consistently provides encouragement and they could turn to for advice when needed, 70% of students indicated that they had this type of support at school.

Teachers were asked about learning and if they believed that the Visible Learning strategy of using class learning intentions empowered student learning. All teachers agreed (38%) or strongly agreed (62%) that learning intentions do empower student learning.

## Policy requirements

### Aboriginal education

North Nowra Public School received Aboriginal background funding in 2017. These funds were used to support an Aboriginal School Learning Support Officer who worked with Aboriginal students developing stronger learning culture for all students. We also embed Aboriginal Cultural into many aspects of school life. We celebrated NAIDOC Day and Reconciliation Week, where all members of the whole school community participated in celebrations.

We worked in partnership with the Nowra Aboriginal Education Consultative Group (AECG) and ensure that families of Aboriginal students were consulted when preparing Personal Learning Plans. We also undertook an executive team consultation with the AECG to further develop the Executive's knowledge and understanding of Aboriginal Culture. Additionally, we strengthened ties with the Bomaderry High School Koori Dance group who supported our Aboriginal students to perform at the school performance and Presentation Day.

### Multicultural and anti-racism education

We continue to monitor teaching and learning programs provide a culturally inclusive classroom and school. Further to this, our programs to foster student understanding of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society. Harmony Day was celebrated by the whole school community, and a range of strategies have been incorporated to improve the school's communication with parents and community members from culturally diverse backgrounds. As a result, these strategies are strengthening parent and community engagement.