

Randwick Girls High School

Annual Report



2017



8220

Introduction

The Annual Report for 2017 is provided to the community of Randwick Girls' High 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.

Lucy Andre

Principal

School contact details

Randwick Girls High School

Barker St

Randwick, 2031

www.randwickg-h.schools.nsw.edu.au

randwickg-h.School@det.nsw.edu.au

9398 3233

Message from the Principal

It is with pleasure that I present the Randwick Girls' High School 2017 Annual Report to our school community.

The staff and students had a fruitful year of learning in 2017. Students undertook, with enthusiasm, all learning opportunities provided by an experienced staff. The co-curricular programs were undertaken in great numbers and success.

Our HSC results were again outstanding in 2017. Our highest ATAR score was 98.4 achieved by Shaowei Tan. Junni Zhang came first in Chinese Literature in the State, and Molly Forrest came second in Standard English in the state. These achievements are outstanding for these two students. Five of our girls' artworks were nominated for Artexpress, with three selected for Artexpress exhibitions across the state. We achieved excellent results in Dance, with a student nominated for all aspects of her performance for 'Callback'. In Design and Technology, one of our student's work was selected for 'In Style'.

In 2017, we again offered a broad curriculum which encompassed extension subjects in English, Mathematics, and History. Our girls had the opportunity to study all strands of Sciences including Physics, Chemistry, Biology, Earth and Environmental Science and Senior Science in Stage 6. Our curriculum also extended to all courses in the Creative Arts, including Drama, Dance, and Music I and Music II. Students also had the opportunity to study VET courses, Hospitality and Entertainment.

'When I grow up' was again a showpiece for the school. Our students performed in front of a packed audience of fellow students, parents and friends and teachers, and an extremely impressed Local Member for Kingsford-Smith, the Honourable Bruce Notley Smith; and our Executive Director Sylvia Corish and our school Director Sue Shelley.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process and provides a balanced and genuine account of the school's achievements and areas for development.

Lucy Andre

Principal

Message from the school community

2017 saw the election of a new and enthusiastic P&C Executive, Lynda Monteiro-Wallace: President, Sally Durham: Vice President, Brendan Arnol: Treasurer and Alison Bell: Secretary, to work alongside LucyAndre and the School Executive.

The P&C is a group of committed parents dedicated to supporting and enhancing our daughter's learning. Our regular meetings are open inclusive forums for all interested parents and carers to come along and hear about what is happening at the school, and to have a say on school policy and other matters.

Some of the items that the P&C has been involved in this year include P&C members taking part in the School Uniform Review Subcommittee and the School Finance Subcommittee. We have had our School Executive and Head Teachers discuss the curriculum and upcoming changes, Student Welfare, the new NAPLAN based HSC requirements, and how the school is implementing programs to further support literacy and numeracy.

The P&C held two events this year. Our annual P&C Welcome to Year 7 BBQ, was well attended with members helping to welcome new parent/carers and their daughters to the school. We also held our Mother's Day movie night where parents and daughters attended the screening of "Wonder Woman" at the Randwick Ritz. There was a great raffle and a good time was had by all. Stay tuned for another great movie night next year.

The P&C do not hold many fundraisers. We believe in seeking support from our community. We were successful in obtaining a \$45,000 from the State's Community Building Partnerships grant program. This funding allowed us to fully upgrade the basketball courts, install new outdoor seating and provide water chilling stations on level one and two.

We have also applied for funding for 2018 which will allow us to add more outdoor seating, upgrade the video and lighting system in the MPC and build an outdoor classroom.

The P&C also rely on the P&C Levy which enables us to support various learning opportunities within the school. The P&C Levy can be paid with the School Fees or separately through the School website or front office.

Meetings are held on the third Monday of the month in the school library. We would love to see you there – come along and get to meet some other parents/carers and have a say in the running of your daughter's school.

We are grateful and appreciate all the support we receive from the school, the students, parents and carers, and from our local community.

Thank you

Lynda Monteiro–Wallace

P&C President

Message from the students

Throughout the 2016/17 year, our school's SRC has been very busy raising awareness for and supporting charities as well as fundraising for improvements to the school. From the beginning of term 4 2016, we have celebrated White Ribbon Day, organised the World's Greatest Shave, which raised our record of over \$3,000, upgraded the suggestion box and raised awareness and funds for Beyond Blue with a half–mufti day. We also celebrated Jeans for Gene's day, promoted random acts of kindness in our community and supported our very own Tamsin Colley in her extraordinary achievement of competing in the Rio 2016 Paralympic Games. We attended National Young Leaders Day and celebrated Christmas with a half–mufti and candy cane drive.

Pink Ribbon Day – Year 7

The SRC had a bake sale/ mufti day on the 31st of August. The money that was raised went towards the McGrath Foundation. The students who came in mufti and wore pink donated a gold coin. Pink Ribbon Day was established to raise awareness for breast cancer. The SRC provided pink ribbons for students.

Bake Sale – Year 8

On Tuesday 21 February, the SRC had a bake sale to raise money for the SRC for the rest of the year. Members of the SRC bought delicious treats of all kinds to be sold at recess. By the end of the bake sale we had raised over \$600! This was certainly one of the best fundraisers we have had this year. What a successful day!

Talent Show – Year 9

This year on the 15th of June, we had our bi–annual Talent Show. It was a massive success with notable performances from Mr Kaplinski and Mr Essop singing Ebony and Ivory. We would like to thank all people involved and the performers for showcasing their talent.

ATSI Mufti Day – Year 10

On the 25th of May 2017, the SRC organised a full mufti day where we had to wear Aboriginal and Torres Strait Islanders' colours (black, yellow, red, white, blue and green). The student's had to donate a gold coin in order to raise money for Aboriginal artwork to be placed around the school. It was a very successful day, and there was great attendance. By celebrating the Aboriginal and Torres Strait Islanders' culture we were able to raise just under seven hundred dollars.

National Young National Young Leaders Day – Year 11

One of the highlights of the 2016/17 SRC year was National Young Leaders Day, a youth leadership conference attended by SRC members from years 10–12. The Imagination convention was an inspirational experience, with insightful speeches on leadership from many of our society's prominent figures including Poppy Starr Olsen, teenage professional skateboarder, young entrepreneur and artist; Alex Malley, Chief Executive of CPA Australia and CPA Australia Advice and author of 'The Naked CEO'; and Melissa Doyle, Australian television presenter, author and personality. Each speaker discussed their personal leadership experiences and their opinion on the qualities of a leader. With an overall theme of "Together we can" the 2016 National Young Leaders Day conference was a very engaging experience that provided us all with new perspectives on leadership.

Katherine Siapkis and Maoling Lim

Captain and Vice–Captain

School background

School vision statement

Our community educates the girl of today to be the woman of tomorrow through the provision of a safe and caring learning community. Our students are challenged and inspired to actively engage in their own learning as they achieve their personal best.

Randwick Girls' High School is committed to the pursuit of excellence and the provision of high quality educational opportunities for every girl at our school. Staff members, in partnership with the school community, are skilled and committed to nurture, guide, inspire and challenge our students to perform at their personal best.

As a school community, our goal is to provide an inclusive environment which is rich and nurturing, one that supports the consistent improvement of student outcomes and the narrowing of achievement gaps between students. We provide an all-embracing approach to Student Welfare in this school, ensuring that all learners can access the curriculum, with strong support from the Welfare Team. The Team comprises the Head of Welfare, Year Advisers for each year group, the Learning Support Team, two Support Teachers, and two Schools' Learning Support Officers.

RGHS offers an extremely broad curriculum from first and second extension English, Mathematics, History and Languages, to a large number of dual accredited vocational enrolments across all areas of the curriculum including all Sciences, four Languages, Histories, English, Visual Arts, Drama, Dance, Music, PD/H/PE, Textiles and Design, Food Technology, Design and Technology and Social Sciences. With a very strong focus on the Creative and Performing Arts our students can hone their musical skills as part of our school Concert Band, Jazz Band, String Ensembles and Choir, while the School Show provides exciting dance, music and drama opportunities. Our comprehensive foreign languages program incorporates annual overseas immersive language study tours. Talented sportswomen benefit from our extensive gifted sportswoman program.

School context

Randwick Girls' High School is situated in the Eastern Suburbs of Sydney, six kilometres from the CBD. Our learning community is socio-economically, culturally and ethnically diverse encompassing the geographical areas of Maroubra, Coogee and Clovelly Beaches together with the suburbs of Randwick, Kingsford and Kensington. As part of Randwick City Council's Education Precinct the school has close links with the University of NSW, The Royal Hospital for Women and the Prince of Wales Hospital School. Our Memorandum of Understanding with the University of NSW provides educational and cultural opportunities for our students, including annual scholarships and library access. Candidates for RGHS gifted stream annually sit for the UNSW Gifted and Talented Examination Program. As a Partnership School with UNSW School of Education we provide expert support to the next generation of teachers, with a number of our staff lecturing within the School of Education.

Our 942 students (60% LBOTE) are an extremely ethnically and culturally diverse community working together harmoniously for best learning outcomes

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. 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.

We are pleased to report that in all the three domains we are delivering. This means that the students learning are at the centre of everything we undertake at this school. Teaching is tailored made to cater for student needs, and the leadership is assisting and enabling our teaching in all KLAs.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Pedagogy: The Learning Culture

Purpose

The core purpose of Randwick Girls' High School is to ensure that each individual student reaches her best academic potential by the provision of optimum teaching and learning programs which engage each student, allowing each girl to achieve personal success, taking control of her own learning, self-motivated and reflective, able to make sense of her world and engage confidently and positively as a life long learner.

Overall summary of progress

The learning culture of the school is positive, with teachers engaging their students through a variety of pedagogical methods. Students of varying backgrounds and learning needs were targeted with success.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All learning programs are in place in all KLAs reflecting National Curriculum demonstrating explicit learning and assessment outcomes with delineated feedback rubrics.	\$69,000	Funds were expended in English, Mathematics, Science and History learning areas to develop Stage 6 programs. All KLAs also received funds to ensure their Stage 4 and 5 programs.
Value-added data in external SMART and SEF shows a consistent positive growth pattern across all years above state average for ATSI students in the areas of attendance (by 2%), NAPLAN by 10 points, and all complete Year 12.	\$62,00	Funds were used to engage a 0.6 FTE to mentor our ATSI students to enable them to engage more with the curriculum. This was taken up with varying success.
Value-added data in external SMART and SEF shows a consistent positive growth pattern across all years above state average for ESL students. Students to be fully integrated into school life, moving from 2nd phase to 3rd phase learners, ultimately developing full facility of language (RAM funding)	\$78,000	Students' integration to the school were supported by a 0.3 FTE teacher support and a 0.4 SASS support. ESL teacher allocation of 3.6 FTE was supplemented with another 0.4 FTE
Students with special needs monitored and supported through the provision of PLPs (LLAD RAM)	\$12,000	The HT Wellbeing and LAST worked collaboratively to implement this initiative with great success.

Next Steps

The literacy needs of all students have been identified as the key to student success in the new school plan. Student learning needs will take centre stage in Strategic Direction 1 in the next school plan as well. PLSPs will continue to be a focus with more students identified through the process of NCCD and Disability provisions and has now been embedded into the functions of the LAST and the Wellbeing team.

The engagement of the 0.6 FTE teacher to engage ATSI students through improved attendance and engagement with the curriculum is now embedded in the school culture as best practice.

Strategic Direction 2

Personnel: Our Learning Community

Purpose

The well-being of our students and staff (PERSONNEL) underpins all that we do in our school, informing all areas of our practice, providing tangible support, while engendering a climate of positive belief that all students can and will succeed. All staff must work collaboratively with this shared expectation, developing their own skills and knowledge so that students are supported in their well-being, able to progress as increasingly self-motivated, positive and creative learners, sustained in an awareness that support is always available.

Overall summary of progress

The beginning teachers' coordinator has made significant progress with new and early careers teachers this year. The support offered has meant that quality accreditation reports have been produced with minimal senior executive involvement. The beginning teachers have also expressed a high degree of support.

Student has reported a high degree of positivity in the Tell Them From Me Survey. The areas identified were due to case management success, and the Year 12 buddy system.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A reduction in the number of reported incidents leading to suspension, ARCO referrals, HSLO referrals	\$5,000	The school continues to implement the attendance monitoring policy with warning letters 1 and 2, and HSLO referrals when required.
5% reduction in number of students on behaviour cards	N/A	This was not achieved, however students who have been monitored were given guidance and school counselling support with the view that they will have better internal self-regulation which can lead to a reduction in undesirable behaviours
10% growth in the number of students gaining merits system success	\$3,000	This was achieved. The Deputy Principal worked with the Merit Organisers for each year group to ensure that positive behaviour and other student endeavours such as volunteering, citizenship and leadership are recognised.
A 2% growth in full attendance targeted low SES student group from Year 7 to Year 10 (RAM)	N/A	This was partially achieved through the attendance monitoring policy. This will need to be implemented further in the next School Plan.
Full retention of low SES target group from Year 10 to Senior School (RAM)	\$15,000	A targeted Year 10 transition to Senior School was implemented with a high level of success. This included moving the Crossroads program into Term 4, and providing some financial assistance to low SES student group. Students were also interviewed for subject selection.

Next Steps

A review of Strategic Direction 2 was undertaken in Term 4 with the Executive Team and it was agreed that the school will focus on the learning needs of all students in the next three years with an emphasis on attendance and engagement. Improved attendance and better engagement will result in higher student satisfaction, success and achievement in external examinations such as the NAPLAN and HSC.

Strategic Direction 3

Positive Perceptions: Positioning us Positively in the Education Landscape

Purpose

To ensure that our school is valued across the community for what it stands for and what it offers its students so that we are accepted by our community as the outstanding deliverer of quality education for our local area. To ensure this our purpose is to build an optimum physical learning environment strategically using resources and building community capacity to develop support networks which are vital components in positioning our public school with a positive symbolic visual image to reinforce community confidence in what we do.

Overall summary of progress

This Strategic Direction was undertaken with great success again this year. The school received positive press in the Sydney Morning Herald with a Year 12 student Scarlett Pye, following the release of her HSC results. Scarlett subsequently secured a full scholarship with a prestigious Engineering company – Arup. The school also made steps towards creating positive perceptions in many areas including our support of our own Para-Olympian Tamsin Colley and through the engagement of the Principal attending the P&C meetings at neighbouring Primary Schools.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase by 5% local enrolments into Year 7	\$11,000	Through putting public advertisements for open night, the school improved its local enrolments in 2017 by more than 4 %
Maintain and grow links with community partners	N/A	Strong links with the UNSW were maintained and the school only used this uni in regards to Practicum students, and students continue to have access to their library.
Increase number of community partnerships	N/A	The school built partnership with Youth Frontiers and Youth Campus which are new partnerships

Next Steps

This strategic direction has enabled the school to maintain its strong perception in the community and as a result, again the school enjoys strong community support. The executives feel that the school's efforts in building links are well embedded into its practice.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$20,873	Student engagement increased in the classroom as a result of assessment support.
English language proficiency	\$387,934	3.6 FTE with a background in EALD support employed and transition programs to support students implemented to assist new arrivals. Teachers provide 1–1 or in groups, specialist language acquisition classes to assist new students.
Low level adjustment for disability	\$165,254	1.1 FTE employed as LAST to support students with learning needs. 2.4 FTE SLSO employed. Students were assisted 1–1 or in groups to acquire literacy and numeracy skills, as well as assessment assistance.
Quality Teaching, Successful Students (QTSS)	N/A	
Socio–economic background	\$53,113	Financial assistance provided to students with textbooks, uniform and some excursions
Support for beginning teachers	\$39,089	Beginning teachers were provided with relief from face to face teaching, mentored, and given time and guidance to complete their accreditation

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	0	0	0	0
Girls	905	909	942	969

Our student enrolment had increased steadily over the five years showing growth of 2.9 % in the past year and 7.1% since 2014

Student attendance profile

School				
Year	2014	2015	2016	2017
7	93.2	94.5	94.9	94.8
8	92.2	92.1	91.7	93.7
9	90.1	89	91.8	93.2
10	90	90.6	89.7	90.6
11	90	89.9	89.6	92.1
12	86.7	89.8	89.7	90.2
All Years	90.3	91.1	91.2	92.5
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

The school's attendance rate was higher than the state average once again. SMS messages were sent out to all parents and caregivers at the beginning of the school day to inform them of their child's absences. Students who truanted were followed up by the Attendance Team. Unexplained absences were followed up by the Year Advisers, supported by the Deputy Principals and the HSLO. At times the HSLO interviewed at risk students at the school. Students who had met the threshold for referrals to the HSLO were followed up by the HT Welfare. Attendance improvement plans assisted in regaining better student attendance for most students.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	2
Employment	0	0	3
TAFE entry	0	0	2
University Entry	0	0	78
Other	0	0	10
Unknown	0	0	5

Year 12 students undertaking vocational or trade training

Nine students undertook TAFE study in 2017. Students had the opportunity to study VET subjects in Hospitality, and Entertainment at school.

Year 12 students attaining HSC or equivalent vocational education qualification

144 students sat for the HSC in 2017. They all received the HSC qualification

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	10
Classroom Teacher(s)	49.6
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.1
Teacher Librarian	1
Teacher of ESL	3.6
School Counsellor	1
School Administration & Support Staff	11.77
Other Positions	1

*Full Time Equivalent

The school had a broad staff expertise catering to all Key Learning Areas in 2017 creating positive outcomes for students. The school also had several specialist teachers; a teacher librarian, school counsellor (shared position with two counsellors), careers adviser and a learning support teacher.

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	12

Professional learning and teacher accreditation

Professional learning was targeted to the three strategic directions of the School Plan. The school also targeted teacher learning in technology such as Sentral, Edval and student learning platforms. Literacy initiatives in ALARM and PEEL were also introduced.

2 teachers received proficiency and another 2 teachers had their accreditation maintained.

At the end of the year, all pre-2004 teachers were accredited at the Proficient Level.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	713,527
Global funds	452,050
Tied funds	268,546
School & community sources	504,826
Interest	8,670
Trust receipts	16,032
Canteen	0
Total Receipts	1,250,124
Payments	
Teaching & learning	
Key Learning Areas	99,846
Excursions	127,914
Extracurricular dissections	114,316
Library	5,689
Training & Development	0
Tied Funds Payments	137,153
Short Term Relief	118,097
Administration & Office	303,330
Canteen Payments	0
Utilities	91,102
Maintenance	133,235
Trust Payments	92,547
Capital Programs	0
Total Payments	1,223,228
Balance carried forward	740,423

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	1,523,817
Appropriation	1,249,064
Sale of Goods and Services	92,489
Grants and Contributions	180,859
Gain and Loss	0
Other Revenue	0
Investment Income	1,404
Expenses	-702,441
Recurrent Expenses	-702,441
Employee Related	-212,090
Operating Expenses	-490,351
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	821,375
Balance Carried Forward	821,375

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

In 2017, the Finance Committee met to approve budgets submitted from various KLAs. The Committee consists of the Principal, Deputy Principals, teachers representatives, Executive Head Teacher representative, SAM and a parent representative.

The remaining funds have been designated for a STEMS laboratory encompassing an Engineering and TAS focus

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	8,559,522
Base Per Capita	143,962
Base Location	0
Other Base	8,415,559
Equity Total	627,175
Equity Aboriginal	20,873
Equity Socio economic	53,113
Equity Language	387,934
Equity Disability	165,254
Targeted Total	43,057
Other Total	101,647
Grand Total	9,331,400

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

School performance

NAPLAN

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

The school performed better in 2017 compared to other years in literacy. This can be attributed to a literacy focus in the school through ALARM and PEEL approaches. Students with low literacy levels were also supported in LITUP and MACLIT programs conducted by the LAST.

Peer tutoring in numeracy every morning had been helpful in addressing the literacy learning needs of some target students. The school had supported the numeracy of our students via the LAST working in some Mathematics classes to support our 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.>

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

144 students sat for the HSC and they all attained the HSC qualification.

Junni Zhang achieved first place in the state Chinese Literature, and Molly Forest achieved second place in the state in Standard English. These are exceptional performances.

Five students were nominated for Artexpress, and of these three of them were selected for exhibitions in Artexpress. One student was nominated for Callback in all three performance areas, and one Design and Technology student was nominated for 'Shape'. These nominations in the Creative Arts areas were very pleasing.

Policy requirements

Aboriginal education

The Aboriginal Coordinator worked tirelessly with our students ensuring that the students had good attendance patterns and had excellent work and time management skills to complete all tasks before them.

In 2017, our Aboriginal students were offered the same opportunities they were given in 2016. These included excursions to various places of interest. Our students were able to absorb the Aboriginal culture and joined with others in celebration of their culture. We also led the whole school in the NAIDOC week celebration through a whole school assembly. It was a very touching experience as the students spoke to the whole school about what it meant to be an aboriginal. The teachers commented on the maturity of the content and the quality of the presentation.

All KLAs embraced Aboriginal content and it was excellent to observe that plans were underway to develop an Aboriginal mural in the school.