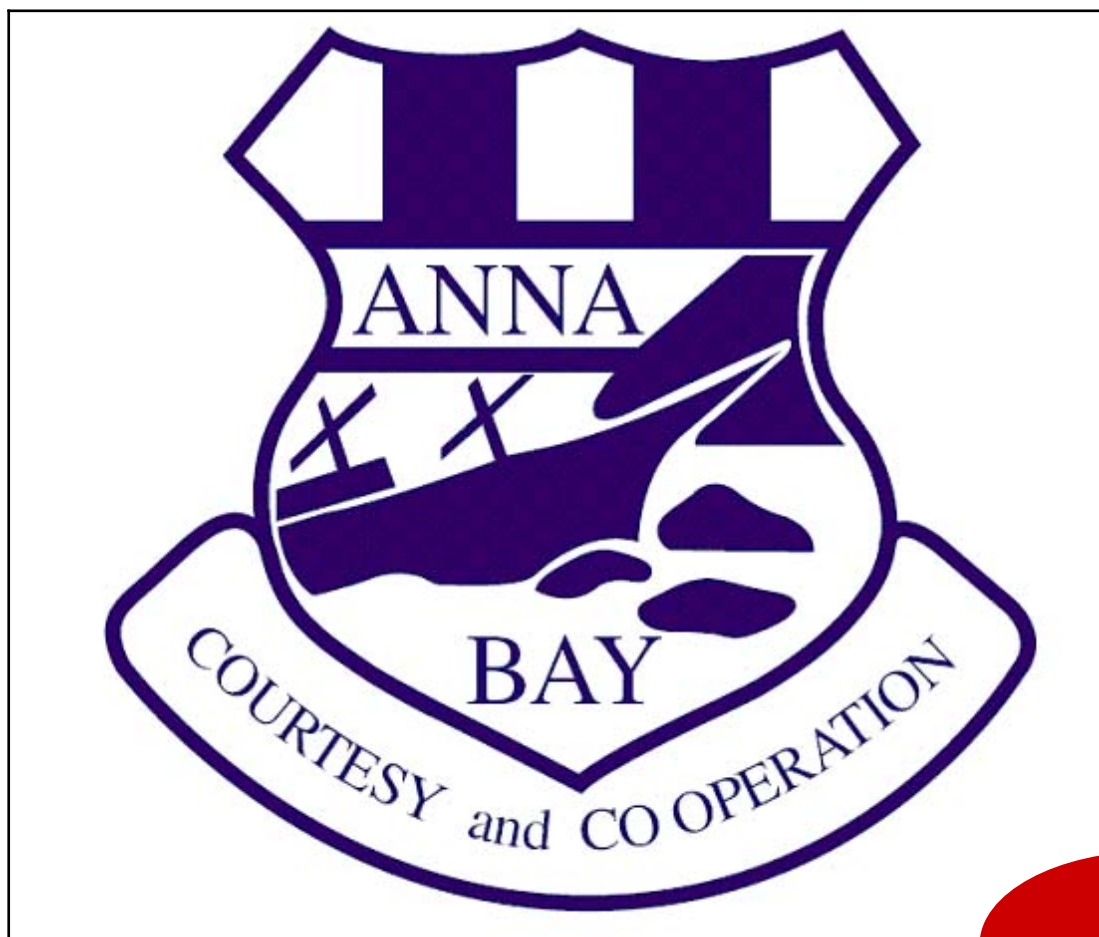


# Anna Bay Public School

## Annual Report



2018



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## Introduction

The Annual Report for **2018** is provided to the community of Anna Bay 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.

Mathew Freeman

Principal

### School contact details

Anna Bay Public School

191 Gan Gan Rd

Anna Bay, 2316

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

[annabay-p.school@det.nsw.edu.au](mailto:annabay-p.school@det.nsw.edu.au)

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## School background

### School vision statement

At Anna Bay Public School we aim to create a learning community where all children feel that they belong and are safe and happy to attend each day; that they are supported to learn at their own rate within an engaging and stimulating environment and that learning is a positive partnership between students, teachers and parents.

Our vision: "We make a difference. Every child matters, every day."

### School context

Anna Bay Public School is a welcoming and friendly school located on the beautiful peninsula of Port Stephens. The school has large, attractive grounds which are complemented by excellent learning spaces to help engage learners and encourage cooperative play. Anna Bay Public School has an average annual enrolment of 330 students which varies both up and down throughout the year as families move into the area for seasonal jobs, availability of affordable housing and families seeking a 'sea change'.

A dedicated and experienced staff are committed to excellence in student learning and have high expectations for the learning and behaviour of all students. Staff implement the Quality Teaching Framework through data-driven planning, programming, assessment and reporting, interactive technology and strategic implementation of the new syllabus materials. Strong emphasis is placed daily on literacy and numeracy, resulting in rising achievements and growth.

Students are provided with and excel in a wide range of extra-curricular activities in creative arts, public speaking, environmental programs, music and sport. The school and community work in close partnership to provide these opportunities to all students. Strong community links with parents, local businesses and sporting clubs help consolidate our programs and assist with building leadership and social responsibility.

Anna Bay Public School is a member of the Tomaree Learning Community which includes Tomaree High, Bobs Farm, Shoal Bay, Soldiers Point and Tomaree Public Schools. The schools in the learning community work in collaboration to provide a comprehensive education for children aged 5 to 18 years.

## 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.

In the domain of Learning, our efforts have primarily focused on learning culture, curriculum and assessment. Staff's capacity to meet individual learning needs and to teach the curricula has been strengthened through individualised Teacher Professional Learning, the Performance and Development Framework and the analysis of data. Increased exchange of educational data across the school has improved teacher collaboration, student knowledge and community connections. In the Learning Support Team process, students with higher learning needs have been identified and their parents included in planning and supporting their learning decisions. Local Aboriginal programs continue to be implemented with the assistance and advice from Aboriginal parents, the Murrook Cultural Centre and Youyoong AECG.

In the domain of Teaching, our major focus has been on effective classroom practice and data skill and use. Explicit teaching is evident in all classrooms. Teachers routinely and explicitly review previous content and preview the learning planned with students in each class. The introduction of PBL in the classroom has enabled staff to maintain orderly classrooms and manage challenging behaviour to create a positive environment for learning. Staff have accessed and engaged in professional learning to build skills in data literacy to identify progress and inform planning.

In the domain of Leading, our priorities have been to progress leadership and management practices and processes. Staff, students and parents have been engaged in the development of the vision, values and priorities of the school. All staff have been involved in the collection of evidence toward the achievement of the school plan milestones and analysed its impact against the school excellence framework. The effectiveness of the implementation of our key strategic directions has been due to a strong foundation of leadership capacity building for both staff and students. Together this has created a dynamic school learning culture.

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

### Excellence in Learning

#### Purpose

To be actively engaged in meaningful and challenging learning experiences through differentiated learning opportunities, which develops students as both learners and leaders, and prepares them for now and into the future. Teachers work in partnership with parents as active participants in their child's education.

#### Overall summary of progress

Professional learning was undertaken by all staff in Literacy and Numeracy Progressions in term 4. In-school training was delivered by executive staff. As the progressions were not available until the end of the year, they were not used to inform student learning needs this year.

Continuum data was updated consistently throughout the year. The data was monitored by teachers and assisted with identifying student growth, areas of need and informed teaching programs. Stage teams shared student results to identify students who needed further intervention to improve their progress.

Staff in Years 3–6 implemented the Fontas and Pinnell Benchmarking Kit to track and monitor student growth in reading. Benchmarking results were also collected in years K–2. Results were used by staff to identify students requiring intervention and level of improvement over time. Reading results highlighted a need for further intervention to improve levels, especially in years 3–6.

Staff completed Scout report training. Teachers were able to analyse NAPLAN data and compare the results to other assessments and evidence. This allowed for greater consistency of teacher judgement and more explicit teaching goals for students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students demonstrating expected growth in NAPLAN Reading and Numeracy.	Quicksmart maths program \$52,000	Student Growth based on NAPLAN results for 2018 showed there was no negative growth in Numeracy. 56% of students had at or above expected growth. This is due to the focus on explicit teaching as well as the Automaticity and Quicksmart programs. In Reading, 37% of the students were at or above expected growth. NAPLAN was completed online for the first time. Results are not directly comparable at this stage.
At least 80% of students demonstrate growth per semester across DoE Learning Progressions.	Teacher release \$26,000	Professional Learning for the Learning Progressions was initially delayed but training was delivered in term 4. This meant we were not able to implement them. Staff continued to use the Continuum to collect and analyse data. In Literacy, 60% of students were above expected growth and in Numeracy, 80% of students were above expected growth. There was data missing from the year 2 cohort and was not included in results.

#### Next Steps

- Implement the Literacy and Numeracy Learning Progressions to record the progress of students across the school. Literacy focus area to be: Understanding Text, Numeracy focus areas to be: quantifying numbers, additive & multiplicative strategies.
- Continued emphasis on analysing data to; inform teaching and learning programs, set explicit teaching goals for high needs students and provide more personalised feedback to students and parents.
- Implement Quicksmart Literacy to improve reading/literacy levels in upper primary.

- Continue to focus on meeting the Premier's Priority to increase the number of students in the top two bands by 8% and 30% for indigenous students by 2019.

## Strategic Direction 2

### Excellence in Teaching

#### Purpose

To create a stimulating and engaging learning environment where teachers use explicit teaching practices and have high expectations of themselves and students. Teachers deliver evidence informed differentiated curriculum that is flexible, reflective and relevant.

#### Overall summary of progress

All staff received professional learning in explicit teaching. Staff continued to develop the whole school pedagogy practice document, to be known as 'Anna Bay PS Foundations'. Observation of classrooms show teachers using learning intentions with their classes and improved differentiation practices, supporting student development.

Positive Behaviour for Learning (PBL) in classrooms was introduced. Staff took part in professional learning sessions on how to implement PBL and incorporate it within current school-wide PBL practice. The class reward system, ClassDojo, was also introduced to assist with PBL implementation and to provide data for future directions. School-wide data continued to be collected and analysed to support the continued improvement in student wellbeing.

Teachers developed classroom expectations aligned to the whole school expectations. This provided more consistency across the learning environment. Gotchas continued to be a tangible reward used by all staff to encourage desired behaviour. Students continue to be very receptive to PBL and the reward system.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Classroom practice is explicit, flexible, reflective and relevant according to the ABPS pedagogy framework.	PBL \$3,000 Teacher release \$4000	A majority of classes displayed WALT and WILT visuals, individual class expectations and other explicit teaching prompts. Teaching and learning programs show evidence of differentiation that is evidence driven. Explicit teaching was visible in teacher programs and through class observations. Regular data collection and analysis was used by staff to adjust teaching and learning programs to better meet the needs of students.
100% of teacher learning programs are data/evidence informed.	Course fees and release \$5000 Resources \$600	Fontas & Pinnell Literacy and PM Benchmarking systems, Progressive Achievement Tests (PAT) – Mathematics, Automaticity testing, formative and summative assessments are school based data collections tools that have been used to inform differentiation and more individualised student learning. External assessments including NAPLAN were also used to support student learning.

#### Next Steps

- Embed explicit teaching into regular classroom practice.
- Utilise formative assessment to provide quicker and more responsive feedback.
- Use the data from Literacy and Numeracy Learning Progressions to further inform teaching and learning programs.
- Formalise the ABPS foundations work into a document for use across the school

### Strategic Direction 3

#### Excellence in Leading

#### Purpose

To embed a culture of high expectations and performance where leaders enable a self-sustaining school with a growth mindset.

#### Overall summary of progress

During 2018 the school's focus was to enable staff to lead committees and projects to contribute to quality teaching and learning programs.

The English committee focused on writing to lead change and improvement across the school. A writing scope and sequence was developed and trialled ready for implementation in 2019. The Maths committee continued to lead staff through the implementation of the Automaticity program as well as the revision of the scope and sequence. The Science committee led staff through training on the new syllabus ready to be trialled next year.

Whole staff were involved in developing and evaluating milestones, including gathering evidence. Performance and Development Plans (PDPs) were updated regularly by all staff (including SASS and SLSO) with supervisors.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff and students take on authentic leadership roles.	\$3000	<p>The LAST worked with students to develop MGoals enabling them to direct their own learning. This was also done in collaboration with parents and teachers. Other opportunities for students to be leaders included buddies for new kindy as well as class buddies, school councillors, sport captains, library monitors and choreographing dance for performances.</p> <p>Staff lead committees for all KLAs, with many delivering professional learning to further support teacher development.</p>
All staff provide explicit evidence of the impact of their professional learning aligned to their PDP.	PL costs PDP's \$35,000	<p>Staff have begun logging their NESA hours for accreditation maintenance purposes.</p> <p>Majority of staff regularly met with supervisors to reflect on PDPs to support ongoing professional learning and development.</p>

#### Next Steps

- Provide further leadership opportunities for staff including; Quicksmart literacy, sport, parent feedback processes and financial management.
- Provide further leadership opportunities for students including; environmental / recycling activities, facilities improvement and feedback
- Support supervisors in leading and managing teams including; data analysis, reporting and collection of evidence for SEF / milestones.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$28,000	<p>'MGoals' was used to develop and keep track of the personalised learning for Aboriginal students. MGoals also provided feedback to parents/carers regarding individual child progress. The goals/plans were collaboratively developed with the class teacher, Learning Support Team, student as well as parent /guardian.</p> <p>Learning support staff were employed to assist students achieve their learning goals/targets.</p> <p>The Connecting to Country professional learning program has been undertaken by a number of staff and community. The program informs about local Aboriginal culture, heritage and people as well as their aspirations. An Aboriginal cultural program was delivered with the assistance of community Elders, the Murrook Cultural Centre and the local Youyoong AECG.</p>
<b>English language proficiency</b>	\$1,300 + 0.2FTE	A temporary teacher was employed to assist with developing appropriate resources and provide teaching / learning opportunities to support EAL/D students. Professional learning was also undertaken by staff to support EAL/D students.
<b>Low level adjustment for disability</b>	\$145,897	<p>All students who required learning adjustments were reviewed by the Learning Support Team. The Learning support team worked collaboratively with staff, students, parents/carers and community agencies to provide required adjustments, accommodations and interventions to support student learning. School Learning and Support Officers were coordinated by the LST, assisting classroom teachers to implement individual and group support as well as provide assistance to students with high needs. Assistive technology was purchased and utilised by several students to improve their ability to access the curriculum.</p> <p>Student educational and social targets/goals were achieved. Targets / goals were modified and reviewed regularly.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$53,000	AP's were allocated one day per week release. Time was also allocated to each stage to release teachers to meet with their stage supervisor. Time was used to collect and analyse student data, PDP planning, monitoring and feedback. Teaching program review and feedback was also undertaken.
<b>Socio-economic background</b>	\$149,000	<p>Technology including: equipment, software, on-line resources and programs were purchased to allow equitable access to the curriculum, track student achievement and need, develop problem solving, critical thinking and collaboration skills.</p> <p>Additional SLSO and LAST time was used to</p>

<b>Socio-economic background</b>	\$149,000	<p>supplement in-class support for students. This time was used to support the delivery of the Quicksmart numeracy program.</p> <p>Additional funding was used to supplement the school chaplain implement social skills and other wellbeing support programs. This was coordinated through the LST and provided higher levels of care and wellbeing support for students and their families.</p>
<b>Support for beginning teachers</b>	\$13,000	<p>School induction was completed and a Mentor was assigned to the beginning teacher. A program of support was developed based on the "Strong Start, Great Teachers Program". Regular meetings, in class demonstration lessons and opportunities for visiting other classrooms as well as quality feedback on teaching performance was provided. Phases one, two and three have been completed resulting in a confident and competent class teacher.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	172	160	159	176
Girls	140	137	143	153

Student enrolment remained steady at the beginning of the year as there was more of an equilibrium state between new Kindergarten enrolments and the transition of senior students to High School. In the last half of the school year, student numbers increased. This transient enrolment is due to seasonal availability of employment in the area, movement of families into rental properties within the school zone as well as an increase in the number of students in out of home care. Projections for student enrolment in 2019 are expected to show growth.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	94	94.1	94.2	93.3
1	93	92.1	93.6	91.3
2	93.9	93.3	93.8	93.8
3	93.9	94.6	92.2	93.6
4	95.3	93.5	93.3	90.8
5	94.4	94.6	92.7	91.1
6	91.3	93.8	94	91
All Years	93.7	93.8	93.5	92.2
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Student attendance is closely monitored throughout the year as per departmental guidelines. The school works

closely with the Home School Liaison Officer and families who require support with attendance. Our attendance rates continue to be consistent year to year, however, this year a number of families that run local businesses that rely on school holiday patronage took vacations during the school term. This has slightly impacted on the 2018 attendance rate.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.56
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Administration and Support Staff	2.92

\*Full Time Equivalent

The Australian Education Regulation 2014, requires schools to report on the Aboriginal composition of their workforce. One member of staff at ABPS identifies as being Aboriginal. ABPS also enjoys a close relationship with the Youyoong Aboriginal Educational Consultation Group (AECG) and with the Murrook Cultural Centre, part of the Aboriginal Lands Council.

### 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	16

### Professional learning and teacher accreditation

Professional learning at ABPS is undertaken throughout the year by all members of staff. The professional learning is based on the school plan, Department of Education priorities and mandatory training programs, WHS regulations and individually developed plans made under the Professional Development Planning cycle. Professional learning enhanced staff knowledge and practice which supported student development and improvements in

school operational practice. Professional learning was available to all staff in the following formats:

\* Staff development days; equivalent to five days per year;

\* Regular fortnightly professional learning sessions at school;

\* Individual / group professional learning courses from external providers;

\* Individual / group professional learning courses hosted within the school;

\* On-line learning courses developed by the DoE and other providers;

\* Membership and participation in professional organisations, including but not limited to: Primary Principals Association, Tomaree Learning Community, Primary Executive Network, Learning and Support Teacher network, Reading Recovery network, PSA – SASS network, GA network and the School Counsellor Network.

Professional learning in 2018 included:

- NDIS training
- Finance planning and management
- Lifeskills wellbeing
- Explicit teaching
- Code of conduct update
- Child protection update
- CPR and anaphylaxis
- e-Emergency care
- NAPLAN online training
- Maths on-line resources
- Learning progressions
- PBL
- Connecting to country
- MANTLE conference
- LAST conference
- Engaging with SCOUT reports
- using data with confidence

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	358,877
<b>Revenue</b>	3,380,269
Appropriation	3,230,828
Sale of Goods and Services	19,533
Grants and Contributions	126,604
Gain and Loss	0
Other Revenue	0
Investment Income	3,303
<b>Expenses</b>	-3,282,988
Recurrent Expenses	-3,282,988
Employee Related	-2,861,707
Operating Expenses	-421,281
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	97,281
<b>Balance Carried Forward</b>	456,158

School operational costs and income are detailed in this table.

A small surplus was carried over this year as we were not able to complete all upgrades to the technology room before the end of the school year. Also as we hold funding for the Schools as Community Centre (Gan Gan Centre), our balance carried forward will always contain money that has to be kept aside as their operational funds. Funding for the Schools as Community Centre is received on a financial year basis whereas the school is funded on an annual basis. Other funds carried forward cover staffing costs through the summer school holidays as well as savings to replace plant and equipment such as photocopiers, technology and other major plant and equipment that do not occur on an annual basis.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	2,300,246
Base Per Capita	58,398
Base Location	4,775
Other Base	2,237,074
<b>Equity Total</b>	325,493
Equity Aboriginal	28,709
Equity Socio economic	149,594
Equity Language	1,292
Equity Disability	145,897
<b>Targeted Total</b>	211,384
<b>Other Total</b>	216,886
<b>Grand Total</b>	3,054,009

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018 students completed NAPLAN Literacy on-line. In year 5, the average scaled school growth was achieved in the following areas:

Grammar and Punctuation – 61.2

Reading – 53.9

Spelling – 72.6

Writing – 38.6

In 2018 students completed NAPLAN Numeracy on-line. In year 5 numeracy, the average scaled NAPLAN growth score for the school was 97.8.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

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 in the top two bands of reading and numeracy were:

Numeracy: 21.43%

Reading: 45.24%

In year 5, the percentage of students in the top two bands of reading and numeracy were:

Numeracy: 15.69%

Reading: 21.57%

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes*, schools are required to report their student performance in the top two NAPLAN bands.

In year 3 the percentage of Aboriginal students in the top two bands of reading and numeracy were:

Numeracy: 50%

Reading: 25%

In year 5, the percentage of Aboriginal students in the top two bands of reading and numeracy were:

Numeracy: 50%

Reading: 40%

## Parent/caregiver, student, teacher satisfaction

Each year schools seek the opinions of parents, students and teachers about various aspects of the school and its operations. At ABPS various methods are used to collect information including: Tell Them From Me surveys, Facebook comments and data capture, Web-site hits, Email and letter responses, Paper surveys, P&C meetings, verbally through formal and informal meetings, school events and activities. The following key results have been identified:

\* Parents and carers have rated the school above NSW Government norms in all measurement areas of the Tell Them From Me survey. The highest rated areas were; parents were informed (80%), the school supports learning (82%), the school supports behaviour (86%) and parents feel welcome (84%). Parents and carers also noted that while they support learning at home, they want less time allocated to homework activities. Parents and carers also indicated that they have been able to talk to their child's teacher more than three times (57%) and more than 82% of parents have attended two or more school functions or meetings.

\* From surveys, 71% of students noted that they were interested and motivated in their learning, with 79% of students indicating their lessons were taught well and class time was used effectively. 85% of students identified school staff emphasise academic skills and hold high expectations for them to succeed. Wellbeing feedback from the Chaplaincy initiative highlighted social skill programs as well as grief and loss programs were highly successful in improving student confidence, self-esteem and resilience.

\* Teachers have rated the school above NSW Government norms in all measurement areas of the Tell Them From Me survey. The highest rated areas were; Inclusive School 90%, Learning Culture 91%, Data informs practice 90% and teaching strategies 92%. Teachers noted that they require more assistance with setting technology goals and learning new technology skills.

## Policy requirements

### Aboriginal education

ABPS is committed to providing quality teaching and learning programs for our Aboriginal students. Each Indigenous student has developed MGoals which are reviewed regularly throughout the year. In 2018 students with Aboriginal identity participated in a cultural program delivered by local Aboriginal representatives from Murrook Culture Centre in Williamstown. Workshops from the Cultural Heritage Unit were held on a weekly basis focusing upon Aboriginal culture in our area including historical information, ancestry, bush tucker and dance. In November 2018 the Youyoong Aboriginal Education Consultative Group(AECG) Award Ceremony was held at the Murrook Cultural Centre with 2 students from our school receiving awards for 'Love of learning' K-2 and Yr 3-5 . The Principal and Learning Support Teachers are members of the AECG and attend meetings throughout the year throughout the region. The group advocates

for respect, cultural affirmation and the pursuit of equality for Aboriginal people and aims to strengthen educational outcomes and networks between school and the local community. ABPS hosted this meeting in 2018 and students with Aboriginal heritage demonstrated their knowledge and identity through dance and poetry to all attendees.

We celebrated **NAIDOC** week with series of events including art, cultural activities and storytelling. Our Aboriginal Students performed spiritual dance for the school community.

Teachers continue to enhance their professional learning through the 'Connect to Country' workshops at Murrook Cultural centre.

### Multicultural and anti-racism education

Our school promotes understanding and tolerance in our society across all key learning areas. Geography and History units played an important role in highlighting and exposing students to many different cultures, identity and belief systems. This ensures all students are given opportunities to share cultural diversity and embrace new cultures that move into the wider community. Students from non-English speaking backgrounds are also given additional support to acquire essential literacy and numeracy skills.

A fully trained ARCO (Anti-Racism Contact Officer) is also present within the school, providing support and guidance where necessary.