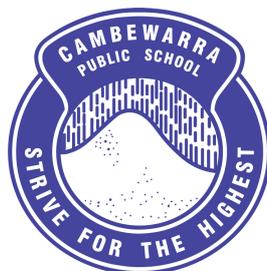


# Cambewarra Public School

## Annual Report



2018



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## Introduction

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

2018 was another busy year. We were lucky to introduce 5 new teachers to the school. This was the largest turnaround of staff for many years. We had a focus on building a collaborative team culture during 2018. The teams worked hard on ensuring that there was consistency of programs and procedures throughout the school.

We started a range of significant programs that we will continue to build on in 2019. The school had a major focus on writing starting the Cambewarra Writing Warriors. This included the Write a Book in Day project. The students were also successful in applying for a \$5000 grant to rebuild our memorial garden.

Another project was our Future Learning strategies. The highlight was the cabling and WiFi capability at the school. This means that students can access the internet nearly everywhere in the school, both indoor and outdoor.

Student Wellbeing continued to be a focus area. The school consolidated training in KidsMatter. All students were surveyed to ensure that they have a significant adult that they connect with.

The school also formed a Curriculum Team that evaluated and redrafted our Scope and Sequences in all Key Learning Areas in readiness for 2019.

There will be a more detailed account of our priority areas further in the report.

John Bond

Principal

## School contact details

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## Message from the students

### Term 1

To kick-start the amazing year of memories and friendships we all came together in our houses to compete at the swimming carnival. We really enjoyed being back at school together. In sports and competition, another fun event was the Cross country carnival. There were so many nervous faces, but they were smiling by the end of the day. We also enjoyed meeting our new kindergarten buddies and showing them the ropes of our amazing school we are fortunate enough to go to.

### Term 2

In Term 2, the year 3 and 5 students buckled down and did their NAPLAN tests. All of the Stage three students jumped onto a bus and embarked on a long journey to the blue mountains for camp. Everyone had so much fun pushing their boundaries and trialling new things during the activities. There were so many sad faces when camp came to an end, but lots of good memories.

### Term 3

Term 3 held many exciting activities, as we celebrated NAIDOC Week and Education Week. The students put on a spectacular Wakakirri performance. We showed off our book character costumes at the book parade. Stage 3 went on a Bigfoot excursion up Coolangatta Mountain and presented their work on Shaping the Shoalhaven at a fantastic school expo.

#### Term 4

Term 4 had many exciting experiences that we all enjoyed and will never forget, such as Jamberoo, the 'Big Day In', end of year presentation and the Year 6 Farewell. Jamberoo was definitely a highlight of mine in Term 4. I loved the fact that we could interact with the other schools and make some new friends.

The minute I heard that this year we were hosting a school colour fun run I was so excited. The End of Year Presentation was a blast. Stage 3 performed the Cha Cha and we got to see all the fabulous performances, handing out many awards and the school leaders were announced for 2019. The Year 6 Farewell was amazing. This year the venue was at the Nowra Golf Club, overlooking the beautiful Shoalhaven River, which left us with photos that were absolutely stunning. The Year 6 Farewell was filled with a hilarious slideshow, dancing, food, and phenomenal outfits.

#### 2018 School Leaders

## School background

### School vision statement

At Cambewarra Public School we instil a growth mindset.

Our students are engaged, self-directed, resilient and critical creative thinkers ready for an evolving world.

Our teachers use best practice through collaboration and innovation, have high expectations and deliver engaging and challenging learning experiences.

Our community is valued, informed and engaged in decision making and understands it takes a village to raise a child.

Cambewarra Public School provides rich learning experiences in a caring, supportive environment.

### School context

Cambewarra Public School is located at the foothill of Cambewarra Mountain. The name comes from two Aboriginal words, cambe meaning fire and warra meaning a high place or mountain. The school was first established in 1859 with an enrolment of 48 students. The school was located on Main Road with what is now the Scout Hall. School enrolments are approximately 300 with 10% Aboriginal.

The school provides a caring supporting learning environment and has an outstanding reputation in the wider community. Our *Students are Valued, Known and Cared for*.

The school prides itself on strong genuine partnerships with families supporting the schools shared vision and school plan focus areas. The school enjoys a positive and active P&C, an out of school care morning and afternoon program for working families and a highly regarded Vacation Care program. We have a Defence Mentor program for many defence families.

## 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 school has reviewed information around the elements of Curriculum, Learning Culture and Wellbeing. In the element of Curriculum the school reviewed all of our scope and sequences for all Key Learning Areas. With so many new staff it was a good opportunity to realign the schools systems, procedures and timetables. The aim was to have a better understanding of the flow of learning from kindergarten to Year 6. The team also ensured that we were meeting the NESA requirements. 2019 will see a consolidation of understanding and improved supervision procedures, in particular, programming. In the area of Learning culture there was a focus on high expectations, in particular in the area of Writing. The team launched "The Cambewarra Writing Warriors". With a sustained effort and common goal we saw a small spike in the improvement of writing in Year 5 NAPLAN data. The main benefit has been the student's improved attitude towards writing. 2019 will see a sustained focus on high expectations in writing with introduction of the 7 Steps Writing program across the school. In the area of Wellbeing the team examined the Core Value Program. It was found that the teacher and children knew what the Core Values were, however there was not a targeted focus. 2019 will see the level system replaced by a targeted program, focusing on one core value area at a time. There would be free and frequent slips presented to children and a weekly prize draw.

In the Domain of Teaching we focused on the element of Effective Teaching Practice and Learning and Development. The element, effective teaching the team concentrated an explicit teaching of writing. The team examined the research through the "What Works" document and "Visible Learning". 2019 will see a sustained effort in this area with teachers coaching each other in 5 week learning sprints. The Learning and Development team were committed to developing a collaborative culture throughout the school. To do this, it was decided that we would have stage planning together at least termly. This has meant more consistency across the grades and consistent teacher judgement of work samples. 2019 will see a further consolidation of collaborative practice and a further enhancement of Coaching and Mentoring across the school. In the Domain of Leading there was a focus on Educational Leadership and Management, Practices

and Processes. The team had an emphasis on Instructional Leadership. The leadership team analysed their teams data and teaching skills. Observations and deep professional discussions were evident in stage meetings. 2019 will see a further development of coaching and in particular, structured learning sprints. 2018 saw our management team develop better administration systems and practices. This included a redistribution of resources to create The Learning Hub. This is a whole school team approach that employed 2 part time Learning and Support Teachers to target students for support, a boost or extension. 2019 will see this area sustaining and growing.

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

### Highly Engaged and Challenged Learners

#### Purpose

CPS will be a **Dynamic School where Students are Highly Engaged and Challenged in their Learning.**

There will be a renewed focus on Literacy and Numeracy to ensure all students are working to their capacity. Students must have the foundations so that they have the tools to further engage in all areas of the curriculum. All students need to be challenged, whether it is the students that need support, those who are meeting grade expectations or our top students who need extending.

Wellness, positive relationships and a sense of belonging are prerequisites for student engagement. All students need to feel connected and happy to come to school each day.

#### Overall summary of progress

All teachers completed NESA registration in 2018. All staff development is linked to the Professional Teaching Standards. Teachers engage regularly with supervisors to discuss their Professional Learning Plans which are all linked to the standards.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Students are, at least at state average in all areas of literacy and numeracy using NAPLAN data..</p> <p>There will be an increase of students in the top 2 bands in all areas of literacy and numeracy.</p> <p>All students will be able to identify a significant adult that they connect with at school.</p> <p>An increased number of students that can articulate what they are learning, why they are learning it and how to get to the next level with their learning</p>	<ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$2000.00)</li><li>• TPL (\$5000.00)</li></ul>	<p>PBL fully introduced and developed in History, Geography and Science. PBL units written.</p> <p>Enrichment groups ran during Term 2 and 3 for writing.</p> <p>Middle and top students targeted in Writing Enrichment groups 4 sessions a week.</p> <p>10 students participated in 'Write a Book in Day' Project.</p>

#### Next Steps

In 2019 there will be a sustained focus on Quality Teaching and in particular explicit teaching. We know the research shows that explicit teaching makes a significant difference to student outcomes. Through a focus on learning sprints and further development of coaching at the school we will embed daily, explicit teaching in our practice. Our projects include: Quality Teaching through coaching – Teams will participate in structural coaching sessions with feedback that directly aligns with their PDPs goals this will occur with all teachers over 5 week sprints. Curriculum–The Stage Leader will monitor classroom programs in all Key Learning Areas with a focus on explicit writing.

## Strategic Direction 2

### A Collaborative Teaching Culture

#### Purpose

To have a **Collaborative Culture with High Quality Professional Learning Processes**. Staff will work together to plan, assess and monitor programs.. Teachers will be highly engaged in their own professional learning that will be targeted towards effective teaching and have short term 5 week sprints.

Wellbeing enables us to stay resilient, build social support and cope with adversity. It's a condition of flourishing. It includes cultivating meaningful relationships, using our strengths, contributing to a 'greater cause' and challenging ourselves. By supporting teachers to use good mental health strategies and develop positive mindsets, CPS staff will be motivated, collaborative and engaged in high quality professional learning practices that continually build teacher capacity.

Teachers need to be able to equip their students for the future. All teachers need to have research based professional learning that gives them the capacity to be flexible and creative and navigate an ever changing technological world.

#### Overall summary of progress

In 2018 we had a sustained effort to work collaboratively. All stages now plan together to promote consistency across the school. We also began a focus on staff wellbeing so that students have teachers who are at their best each day.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>All classes incorporate teaching and learning programs that create critical and creative thinking through design processes. All students use technology as a tool for learning.</p> <p>Cambewarra PS will achieve at least state average in all learning areas.</p> <p>All classrooms are set up for more flexible learning.</p>	<p>Planning Days – \$34 000 (RAM socio disadvantage funds)</p>	<p>Teachers attended Future Learning by Design professional learning</p> <p>Future Focused design consultant employed to help us re–design the library.</p> <p>Teachers experimented with flexible learning spaces and participated in professional learning training which was presented at the COS conference.</p> <p>Executive were trained in some aspects of staff well–being and presented it to staff at a Professional Learning evening.</p> <p>The whole staff have signed up to 'Flourish' for 2019.</p>

#### Next Steps

2019 will see all teachers buddy up to be a coach and coachee through a peer observation model. This will be targeted to specific areas of the school plan such as explicit teaching (Strategic Direction 1), Staff Wellbeing and Future Focused Learning (Strategic Direction 3).

Strategic Direction 2 has evolved to a Wellbeing Focus. Through staff and community consultation, it is proposed that the Strategic Direction name will be changed from 'A Collaborative Teaching Culture' to the new title of 'Every child and teacher is known and cared for.

The projects that are proposed will be; Staff Wellbeing: The school will begin the Flourish Well–being program (Adam Fraser) focusing on improved everyday well–being and performance for staff. Learning Support: Further development of the Learning Hub and the individual learning needs of children. There will also be a fortnightly Core Value Focus. Aboriginal Education: The team will continue to raise the profile of Aboriginal Education across the school.

## Strategic Direction 3

### Capacity Building for Quality Leadership

#### Purpose

CPS will have **Quality Leadership where all Staff and Students have the Opportunity to Develop Capacity**. There will be a coaching culture where all staff work to improve their practices to maximise the outcomes of the students. There will be a culture of evidence gathering and data analysis to inform our practice.

There will be leadership development opportunities for all staff.

#### Overall summary of progress

Leadership development was a priority with an emphasis on capacity building for aspiring leaders. Executive drove a collaborative culture within their teams and Strategic Direction areas.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A collaborative culture is embedded throughout the school.	QTSS –\$50 000 Support for beginning teachers – \$26 000	Leadership teams were established in 2018. The school leadership team, led their stage teams and met regularly in executive planning days to ensure classroom practices were aligned.  Stage Teams collaborated on a weekly basis to ensure consistency in teaching and assessment practices.
There is a positive improvement in the School Excellence Framework.	TPL – \$4000 Executive Planning Days – \$8000 (QTSS)	In the School Excellence Framework, we have moved from 'Delivering' to 'Sustaining and Growing'. The executive team, developed their leadership capacity through staff development and mentoring and coaching. One of the executive team who is an aspiring principal has begun the PPA Principal Credential Course.

#### Next Steps

The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.

The leadership team will continue to embed a professional learning community which focuses on continuous improvement of teaching and learning programs.

Improved processes through evidence and data procedures and practices improved.

Structured mentoring and coaching for all staff across the school.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$20 000	<p>Additional flagpole purchased for the Aboriginal flag.</p> <p>Artwork sources and purchased for the foyer.</p> <p>Aboriginal Education is an agenda item at each staff meeting.</p> <p>The Aboriginal Education team meet after every AECG meeting</p> <p>Learning and Support have had additional funds to further support Aboriginal Students..</p>
<b>Low level adjustment for disability</b>	Disability funding  Integration funding <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$ 118000.00)</li> <li>• Integration (\$ 20700.00)</li> <li>• Low level adjustment for disability (\$118 000.00)</li> <li>• Integration (\$207 000.00)</li> </ul>	Targeted students (integration) have IEPs that are regularly adjusted. All integration funding spent on SLSOs and some additional teaching time. Teaching time was used for teachers to plan and adjust programs as needed. The Learning Hub was established as a source to service targeted students, provide advice and PD as required.
<b>Quality Teaching, Successful Students (QTSS)</b>	Quality Teaching, Successful Students (QTSS) (\$ 54000.00) <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$54 000.00)</li> </ul>	All executive led a project in line with the school plan.  Executive led a full evaluation and redraft of Scope and Sequence documents on all syllabuses, meeting NES requirements.
<b>Socio-economic background</b>	Socio-economic background (\$ 43000.00) <ul style="list-style-type: none"> <li>• Socio-economic background (\$43 000.00)</li> </ul>	Implemented Teacher Performance and Development Plans and coaching. (see strategic direction 2.)
<b>Support for beginning teachers</b>	Support for beginning teachers (\$ 26000.00) <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$26 000.00)</li> </ul>	Beginning teachers were provided with a mentor and additional PD.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	139	149	149	146
Girls	159	158	159	154

2018 enrolments have reduced slightly this year. We expect that enrolments will increase slowly over the next few years as there are new housing estates currently planned.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.9	95.2	94.6	96.1
1	93.3	93.8	94.9	94.8
2	94.5	94.6	95.1	94.1
3	93.2	94.7	94.2	92.3
4	93.4	94.7	94.2	93.3
5	94.4	94.9	93.6	93.2
6	92.7	93.2	92.7	93.5
All Years	93.6	94.5	94.2	94
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 managed using EBS Student Management software. The school purchased integrated software this year to track non attendance and to target concerns. Students identified as a concern are referred to the Learning Support Team and/or Executive team after following the attendance profile. Letters requesting absence explanations are sent home on a weekly basis. If a student has a high number of absences or unexplained late arrivals to

school the school refers to the Home School Liaison Officer for support to improve student's attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.52
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration and Support Staff	2.92

\*Full Time Equivalent

10% of teaching staff identify as being of Aboriginal or Torres Strait Island descent.

### 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	5

### Professional learning and teacher accreditation

All teachers are now accredited through NESA.

There are currently 7 new scheme teachers that are working through their provisional accreditation and providing evidence to gain their proficiency.

All teachers attended regular stage and school planning meetings and targeted professional learning that was matched to their professional goals.

New scheme teachers were mentored and had additional staff development.

2018 priorities for staff development were writing and explicit teaching.

## 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>	256,415
<b>Revenue</b>	2,821,341
Appropriation	2,642,232
Sale of Goods and Services	1,610
Grants and Contributions	175,662
Gain and Loss	0
Other Revenue	0
Investment Income	1,838
<b>Expenses</b>	-2,865,051
Recurrent Expenses	-2,865,051
Employee Related	-2,578,213
Operating Expenses	-286,838
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-43,710
<b>Balance Carried Forward</b>	212,704

If you have any questions regarding the financial information please don't hesitate to contact the school.

### 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>	2,137,653
Base Per Capita	59,558
Base Location	3,468
Other Base	2,074,627
<b>Equity Total</b>	176,425
Equity Aboriginal	24,831
Equity Socio economic	34,404
Equity Language	969
Equity Disability	116,222
<b>Targeted Total</b>	125,474
<b>Other Total</b>	99,929
<b>Grand Total</b>	2,539,481

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.

### Year 3

Grammar and Punctuation – school average was 395 compared to the state average of 411.

Reading – school average was 380 compared to the state average of 414.

Spelling – school average was 383 compared to the

state average of 395.

Writing – school average was 392 compared to the state average of 395.

**Year 5**

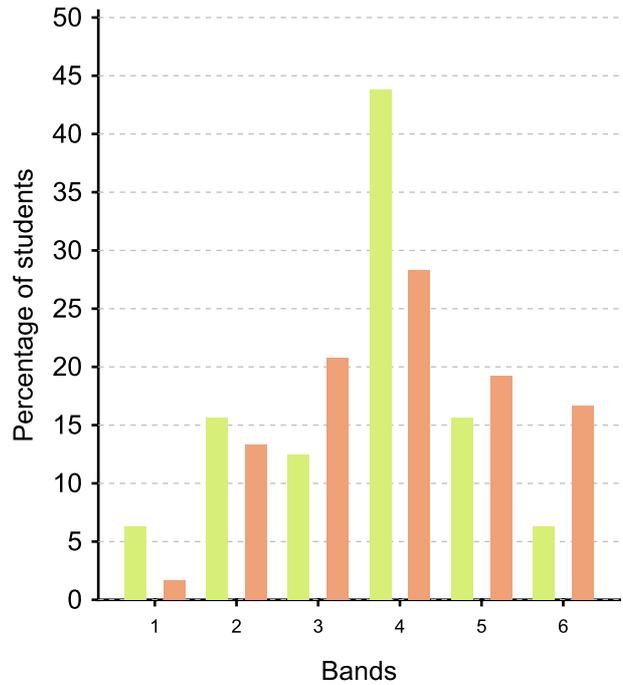
Grammar and Punctuation – school average was 495 compared to the state average of 489.

Reading – school average was 491 compared to the state average of 495.

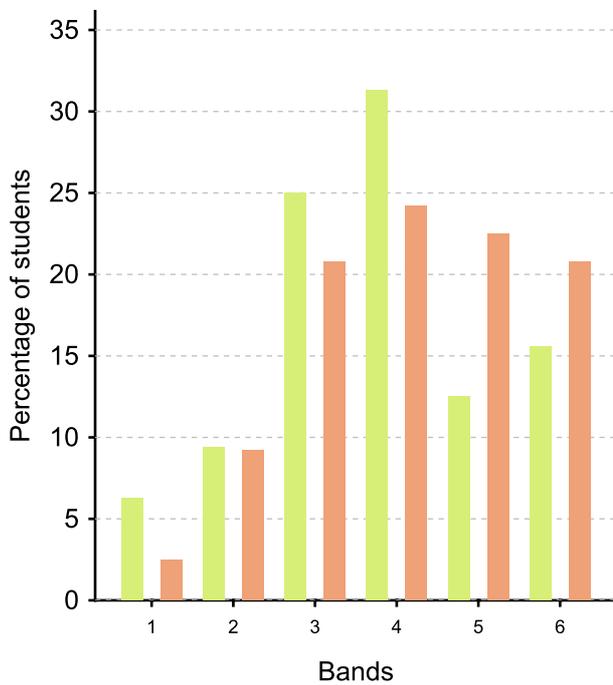
Spelling – school average was 491 compared to the state average of 491.

Writing– school average was 472 compared to the state average of 455.

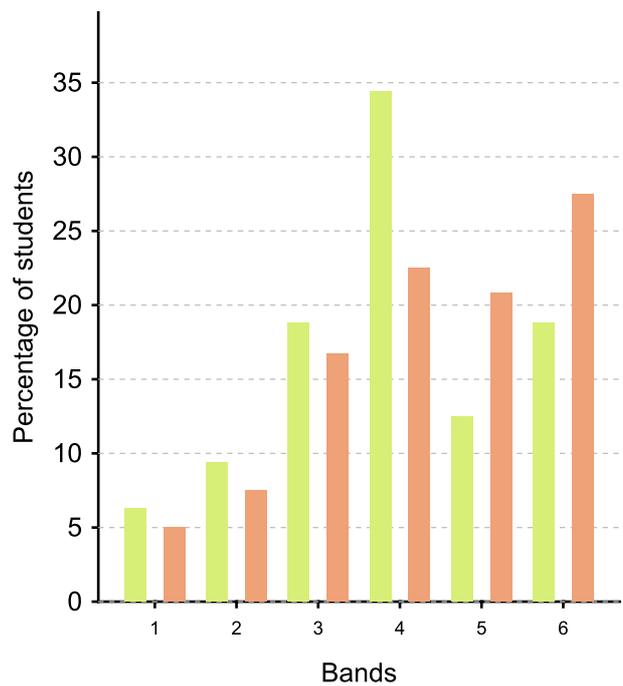
**Percentage in bands:  
Year 3 Spelling**



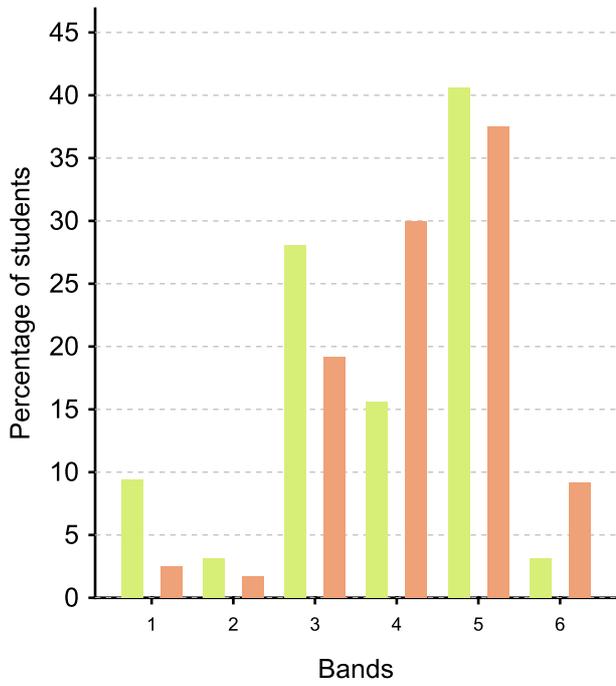
**Percentage in bands:  
Year 3 Reading**



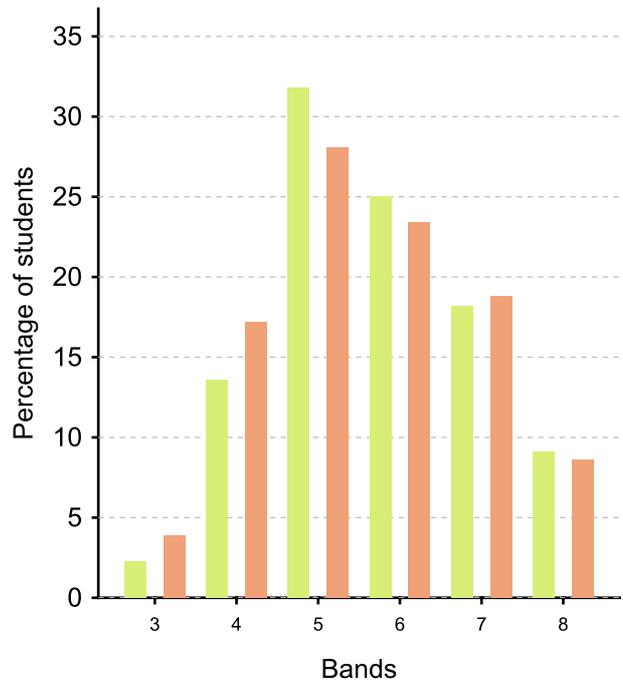
**Percentage in bands:  
Year 3 Grammar & Punctuation**



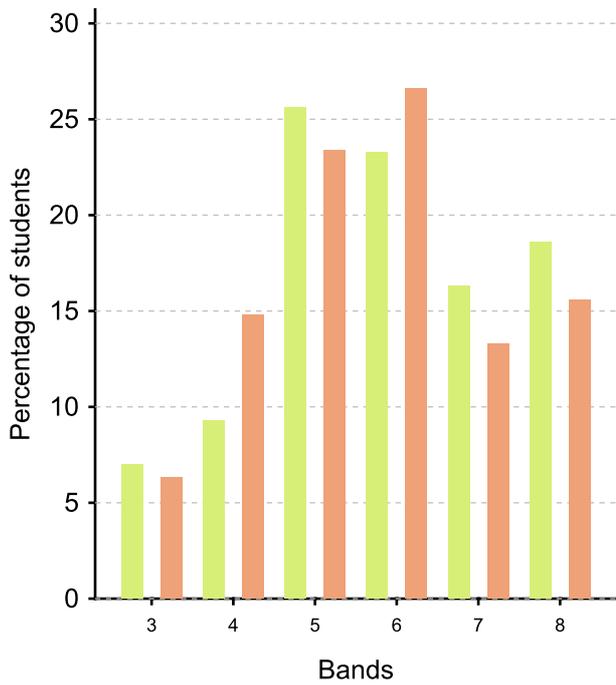
**Percentage in bands:**  
Year 3 Writing



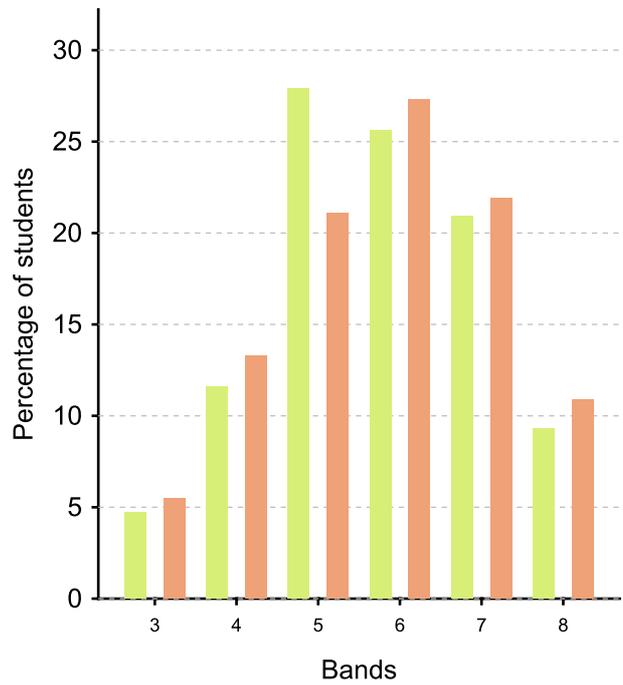
**Percentage in bands:**  
Year 5 Reading



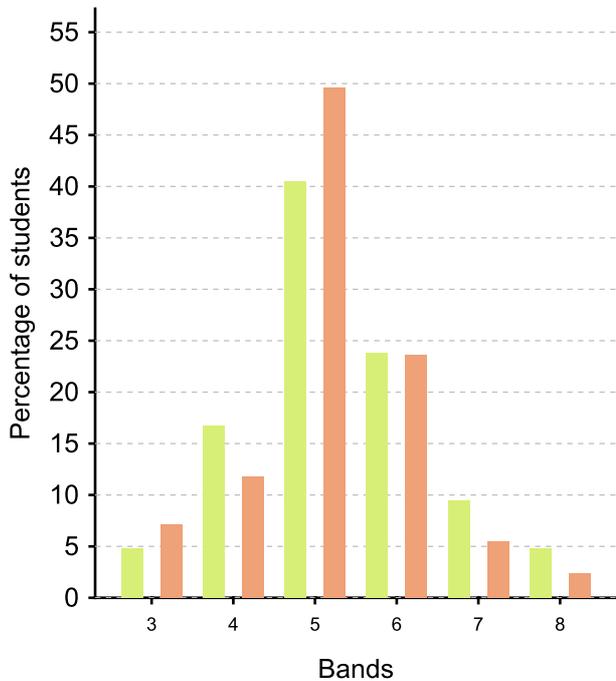
**Percentage in bands:**  
Year 5 Grammar & Punctuation



**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Writing



Legend:  
■ Percentage in Bands  
■ School Average 2016-2018

### Year 3

Numeracy – school average was 384 compared to the state average of 394.

### Year 5

Numeracy – school average was 485 compared to the state average of 482.

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.

#### *Premier's Priorities: Improving education results*

Our school plan is literacy and numeracy focused. Through our professional development and focused approach, our 2018 NAPLAN writing results saw an improvement compared to the other assessments.

#### *Improving Aboriginal education outcomes:*

Our identified Aboriginal students in year 5 performed above state average in all assessments.

We are targeting extensive learning support towards our identified Aboriginal students in year 3.

We did not have enough Aboriginal students to report on without identifying individual students, the school Aboriginal Education committee meets regularly to ensure PLP's are current and addressing students individual needs.

## Parent/caregiver, student, teacher satisfaction

### Parent/caregiver satisfaction

Parents were questioned about different elements of the school. When questioned about when the school is at its best, there were many individualised responses and suggestions. There were some trends. The parents generally felt that the school works well fostering community engagement, teamwork and embedding our Core Values across the school. When the questioned on how the school could improve, there were many responses that suggested that we need to work on teacher and parent communication. There were also many who thought that we need to look at changing our end of year presentation assembly.

We have acted on these trends in 2018. The communication systems are improved and we moved our presentation day assembly to the local High School in the evening so that more parents could go and that we could include the whole school K–6.

### Student satisfaction

Students from Years 4–6 completed the Tell Them From Me Survey. Our data is compared to the state-wide data. There was very little variance from our data to the state average in all areas.

In social emotion outcomes the students were surveyed in areas of;

- positive sense of well-being
- positive relationships
- valuing school outcomes
- valuing homework
- positive behaviours
- interested or motivated
- effort

In the areas of drivers of student outcomes students were surveyed in areas of;

- effective learning time
- relevance
- rigour
- victims of bullying
- advocacy at school
- positive teacher–student relationships
- positive learning culture
- expectations of success

### Teacher feedback

**Teachers had extensive meetings and workshops to plan for the future. Areas of development were;**

- more collaboration
- greater focus on staff well-being
- more targeted approach to projects
- consistency across the school in our programming and systems

During 2018 there was extensive effort to improve systems and procedures to ensure that there is clear and consistent programs across the school. Staff well-

being will be a major target for 2019 so that teachers are at their best each day. There will be extensive time for teachers to collaborate. Our strategic targets will have accountabilities and be triaged so that all staff are working together for sustained improvement.

## Policy requirements

### Aboriginal education

Aboriginal culture is very old. Aboriginal people believe their ancestral beings created their world. Through storytelling Aboriginal people could pass on important information. Understanding these beliefs is important for all students at Cambewarra Public School but in particular the Aboriginal students.

Aboriginal students are supported in their learning by way of Personalised Learning Pathways ( PLPs) and effective communication with parents and caregivers. Cambewarra students are supported by staff who participate in the AECG and acknowledge Local Aboriginal community organisations and activities.

All students at Cambewarra School learn about Aboriginal culture and participate in programs that focus on culture, histories and experiences throughout the year.

The NAIDOC theme "Because of Her, We Can " aims to highlight the invaluable contributions that Aboriginal and Torres Strait Islander women have made – and continue to make – to our communities, our families, our rich history and to our nation.

As pillars of our society, Aboriginal and Torres Strait Islander women have played – and continue to play – active and significant roles at the community, local, state and national levels.

As leaders, trailblazers, politicians, activists and social change advocates, Aboriginal and Torres Strait Islander women fought and continue to fight, equal rights, our rights to country, for law and justice, access to education, employment and to maintain and celebrate culture, language, music and art.

Sadly, Indigenous women's role in our cultural, social and political survival has often been invisible, unsung or diminished.

During NAIDOC week the school was visited by Jollybops who presented a Science show with an Indigenous perspective. They talked about flight in relation to boomerangs and fire and its importance to the environment. An Aboriginal elder visited a Stage 1 classroom to share her knowledge of culture with the students.

We celebrated with Doing Things Together Day that involved all students and community members joining in a variety of activities so that students learn, create, share, taste and experience Aboriginal culture. The school had the pleasure of a performance by the Bomaderry High School Aboriginal dance group followed by workshops for Stage 3 students to learn

dance and culture.

Students were entertained by Sean Choolburra, a proud Aboriginal man who maintains and practises the cultural traditions of his parents' people to perform a humorous and interactive show. The performance highlighted to students the diversity of Aboriginal cultural and how it is portrayed through dance and music.

Many students have had the opportunity to present the "Acknowledgement To Country" at school assemblies and this assists understanding of the oldest living culture.

The different stage groups participated in excursions with an Aboriginal perspective. Early Stage One visited Greenfields to understand Aboriginal places, Stage 1 went to Fitzroy Falls with an Indigenous ranger talking about heritage and culture and Stage 2 visited Booderee National Park to increase their understanding about local Aboriginal places, sites, culture and history.

The school has purchased a glass didgeredoo and a glass shield by a local Aboriginal man which tells the story of the mountains. These items will be displayed in the school to communicate to the community about the values of Aboriginal culture and history. New flagpoles are being purchased to enable the Aboriginal and Torres Islander flags to fly daily beside the Australian flag.

### Multicultural and anti-racism education

Multicultural Education is integrated into the Key Learning Areas. Teachers take every opportunity to teach students about different cultures and beliefs. Students have opportunities to research and present information that they discover at school competitions and through the annual Premiers Multicultural Speaking competition. The new Geography and History syllabuses were introduced which have an inquiry based approach to student learning. Students had the opportunity to learn about different cultures within Australia and in other countries.

The school has an Anti-Racism Coordinator. This person ensures that the school follows the Department's Policies and Procedures in regards to education and reporting of incidents. The students are taught tolerance and encouraged to be inclusive of all students through the core values of the school.