

# Cessnock East Public School

## Annual Report



2018



1543

## Introduction

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

Kim Sweeny

Principal

### School contact details

Cessnock East Public School

Old Maitland Rd

Cessnock, 2325

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

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

4990 1549

### Message from the Principal

It is with great pleasure that we present the 2018 Annual School Report for Cessnock East Public School. Our school prides itself in having delivered outstanding quality education to the Cessnock East community for the past 90 years.

Our school has continued to go from strength to strength and students and staff have shone in their achievements, leading the way in innovative teaching methods and the use of Technology to improve student learning.

Once again the school has taken deliberate and decisive action to ensure that the quality of our teaching staff is exemplary. We achieved this by investing a great deal in a diverse array of teacher professional learning.

An indication of our success was achieving finalist positions in 7 Australian Teaching Awards. These awards were a combination of school and individual staff member awards. Congratulations to all staff.

Through 2018 our students have been given opportunities to problem solve, show perseverance, be flexible, be creative, become curious, collaborate, co-operate, give and receive kind, helpful and specific feedback and be reflective on their learning – all important future focused learning skills.

Cessnock East Public School is a school where students develop attitudes, skills, knowledge and habits of mind through a growth mindset to enable them to be caring responsible, competent and self directed learners.

2018 saw the school go through an External Validation process where we reviewed our school plan and the projects being implemented. We made judgements about the improvement measures we have provided for students and the impact they have had. While it is impossible to capture the diversity of learning achieved in any one document this annual report captures a snapshot of our achievements throughout the school year, highlights the strengths of our school and indicates our future directions.

After 13 years as Principal of this amazing school I have made the decision to retire. Life is about the journey not the destination and my journey through Public Education has given me many opportunities. There isn't a job anywhere else that you are entrusted with other peoples' most treasured possession, their child and be given the absolute privilege of educating them.

Thank you Cessnock East for being such a wonderful part of my journey and being such an awesome school to finish my career on. My personal thanks goes to the students, staff and community of Cessnock East as you continue to support and encourage each other to ensure our school provides an amazing learning journey for our students.

Kim Sweeny

# School background

## School vision statement

***At Cessnock East Public School we will facilitate future focused learners to ignite the spark of curiosity, creativity, high expectations and a growth mindset.***

Cessnock East promotes a learning environment that inspires children to reach their full potential.

Our vision is consistent with the Melbourne Declaration. It is about equity: we are all valued for what we bring and where we show care and compassion, respect, understanding, tolerance and inclusiveness.

It is about **excellence**: doing your best and being the best person you can be in all aspects of school life.

It is about **success as a learner**: acquiring skills to get the knowledge and understanding to become a problem solver now and for a lifetime..

Our students will grow into active and informed citizens locally, nationally and worldwide.

Our vision requires staff and leaders who:

- Know the students and how they learn and make learning relevant
- Know syllabus content and have a passion for and the deep understanding of their teaching content
- Create and maintain a safe and supportive learning environment
- Plan for and implement accountable teaching and effective learning
- Are progressive and lifelong learners themselves and take responsibility for their own professional learning and value and model opportunities to improve their teaching practice and learn from others
- Engage professionally with colleagues, parents and carers and the wider community
- Are committed to excellence and have high expectations for every student.

## School context

Cessnock East Public School's aim is to provide a learning environment that builds on children's natural curiosities.

Students are at the centre of all decisions made in collaboration with community. The school is committed to the philosophy of future focused learning and it is embedded in the quality teaching and learning experiences provided. Future focused learning is integral to our school. A 1–1 iPad scheme, computer lab and laptops throughout the school as well as an Innovation Space ensures students have access to and interact with a variety of technology. Our school is also actively involved in CASE– Cessnock Academy of STEM Excellence with its partner high school and primary schools.

Cessnock East Public School is situated in the township of Cessnock, in the Hunter Valley. The school has an enrolment of 215 students divided into 9 classes. 28% of students identify as Aboriginal. The school's core values are Respect, Responsibility and Striving for Excellence..

The staff consists of a Principal, 2 Assistant Principals, Instructional Leader, 13 teachers, Librarian, 6 Learning Support Officers, School Administration Manager, School Administration Officer and School Counsellor.

The school's ICSEA at 865 shows a socio economic spread with 73% in the lowest quartile and 2% in the highest. The NSW DoE measure of family occupation and education index (FOEI) is 172.

Cessnock East Public School is a proud member of the Cessnock Community of Great Public Schools (CCGPS). The CCGPS comprises of 15 local schools , and continues to evolve as an important focus on both students and teachers learning through the sharing of resources, ideas, expertise and experiences.

Data indicates that our Early Action for Success strategy has been successful with from 32 to 58% of students in Year 3 being in the top 2 skill bands. Growth from Year 3–5 and Year 5–7 should be the focus for 2018–2020.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated

### Learning

The strong performance of the school in creating an engaging and differentiated curriculum and our highly effective procedures and processes have been key features in our progress. Quality teaching is evident in all learning environments and supports high expectations of student learning. Evidence based and innovative teaching programs and practices such as L3 (Language Literacy and Learning) TEN (Targeted Early Numeracy) FoR (Focus on Reading) REAL (Rigorous Engaging Authentic Learning) projects and tiered interventions address the individual learning needs of students. Our rigorous structures around data analysis and intervention strategies in our teaching and learning programs ensure our students needs are individualised and at a point of need. Through our learning and support team meetings plus the introduction of 3 way conferencing our students and parents are involved in the learning process.

In the element of Learning culture the evidence presented indicates the school is operating at the Excelling stage.

In 4 other elements the evidence presented was validated at Sustaining and Growing

### Teaching

Our strong commitment to strengthening our teaching practices is demonstrated by providing opportunities for teachers to work collaboratively through timetabling of RFF, Blue Sky Days, data meetings and stage meetings. Classrooms support consistency with teacher judgement through walls that teach, team teaching and mentoring sessions occurring within and outside the classroom. Feedback is a vital part of effective classroom practice and classrooms display examples of exemplars on critique walls where rubrics (learning intentions and success criteria), drafts with warm and cool feedback support student learning. Our 5 weekly data cycle that is analysed through data meetings with the instructional leader and classroom teacher ensures we have consistent teacher judgement within and across the grades. This data analysis then drives the teaching for the upcoming cycle where extension or intervention is put in place. We believe that after thorough evaluation of our school environment, processes and practices an overall rating of sustaining and growing would be accurate when assessing the school Excellence Framework in the domain of Teaching. Evidence shown indicates a rating of sustaining and growing in Effective Classroom practice and data skills and use.

### Leading

The consistency and effectiveness of our 5 weekly monitoring of milestones and the implementation of our three strategic directions throughout the school has been due to the strong and consistent capacity of the leadership team and their ability to build capacity into others. Leadership development is paramount in the achievement of school excellence. The school leadership team has been successful in developing relationships with external providers such as the University and community organisations to improve educational opportunities for all students. Physical learning spaces are used flexibly across the school to support quality teaching and collaboration with a strong underpinning of the pedagogy behind effective use of space. The school has a commitment to providing leadership opportunities for our students through student voice in the form of the Jarjums Aboriginal Education Team and the student Representative Council as well as a school leadership team of Captains and Prefects. Parents and the wider community have the opportunity to participate in a wide range of school activities in both formal and informal situations. We are committed to continual improvement between home and school through our Newsletter, Skoolbag app and school website.

In the element of Educational leadership the evidence presented indicates the school is operating at the Excelling stage.

In the element of School resources the evidence presented indicates the school is operating at the Sustaining and Growing stage.

In the element of Management practices and processes the evidence presented indicates the school is operating at the Sustaining and Growing stage.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further

improvements in the delivery of education to our students.

#### Our 2019 focus

In 2019 our focus will be refining evaluative practices and processes and undertaking formative feedback training.

In addition milestone discussions will be added to the Executive Meeting agenda each 5 weeks.

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 Literacy and Numeracy through Innovative and Creative teaching

### Purpose

To foster a school wide commitment to:

- Data informed, collaborative and evidence based pedagogy
- Stimulating and authentic learning experiences
- Make strategic choices about use of technology to enhance teaching
- Focus on developing skills of creativity, curiosity, critical thinking and problem solving
- An accountability of student learning by ensuring professional learning becomes embedded in classroom practice
- Engage in professional learning that becomes embedded in classroom practice.

### Overall summary of progress

As part of our planning cycle the school continues to analyse and critically reflect on existing practices to ensure the continued focus on high quality learning in literacy and numeracy through innovative and creative teaching. During 2018 students deepened their understanding around the effect and flexible use of learning spaces to cater for their individual needs and to support their skill development in curriculum. The furniture is now seen as a tool for students to enhance their learning. The school Instructional Leader has been effectively utilized to support teachers with the delivery of professional learning, modeled lessons, team teaching and effective feedback. Weekly timetabling has been responsive to the needs of the staff and students and provided targeted support.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• 2020 – Increase the proportion of students in the top 2 skill bands of NAPLAN across areas of literacy and numeracy by 10% from 2017 base line data.	Equity funding  Instructional leader  Professional learning funds	The school has again seen an increase in students meeting the Premier's Priority in regard to students achieving in the top 2 skill bands in both literacy and numeracy with 40.85% in 2018 compared to 35.29% in 2017.
• Achieve growth comparable with state for students in Year 3–5 and Year 6–7 across the areas of literacy and numeracy as evidenced by NAPLAN	Equity funding	72% of Year 5 students achieved expected or above expected growth from Year 3 to 5. Data shows an emphasis needs to be made to improve expected growth from Year 5–7.
By the end of the school planning cycle • Creative and critical thinking is explicitly documented in teaching programs • Classroom programs and classrooms demonstrate evidence of use of critiquing strategies • Evidence of diverse use of technology in teaching programs that reflect improved student outcomes.	Equity funding for technology teacher  blue sky days	During 2018 staff refined non negotiables and involved students more in the planning of projects and training and development was given to staff on how this transferred to teaching programs.  Students refined their skills in designing rubrics  All classes where allocated 2 hours of technology time per week do develop skills in computers as well as STEM activities to develop creative and critical thinking.

### Next Steps

In 2019 Cessnock East Public School is committed to trialing Learning Sprints with a focus on feedback and Formative feedback training and investigation of whole school data evaluation – CESE What works best. Evaluative practices and processes to be refined.



## Strategic Direction 2

Curious and engaged students immersed in future focused learning

### Purpose

We believe that students need to be an integral part of the learning process. Students who feel safe and secure in their learning will become risk takers, thus developing confident, creative citizens of tomorrow. For each student to be successful the school needs to be responsible for the learning needs of all students. Students need to know where they are (assessment), where to go next (learning goals) and how they will get there (success criteria).

Students also require the skills of creativity, innovation, critical thinking and problem solving in their learning as well as being able to use technology to enhance, engage and support their learning.

### Overall summary of progress

During 2018 there has been an increase in student ownership of their learning through a more indepth knowledge of designing rubrics for learning and the power of effective feedback.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Based on deep thinking skills rubrics, teachers report that through dynamic programming there is increased levels of creativity and innovation in their classrooms. Students are engaged in innovative learning opportunities to be critical and creative thinkers.		Collaborative work space design and professional learning to enhance project based learning.  Introduction of REAL Play into Kindergarten with an emphasis of enquiry based learning  Students having greater ownership of their learning through the development of rubrics for their critique walls and being part of the planning process of their REAL projects
Increase student participation in school based activities outside of the curriculum to develop authentic global citizenship.	Authentic partnership between school, community and Newcastle University	2018 saw and increased number of students graduate from Uni4U plus an increased number of parents giving their skills and time for children to reach required hours.

### Next Steps

Professional development around Play to further develop staff knowledge and a greater depth around inquiry based learning and the expansion of the play program into other stages.

### Strategic Direction 3

Leaders and community learning for today and tomorrow

#### Purpose

Positive relationships are the core of a successful school today and tomorrow. Together we set high expectations and plan strategies to enable our students to grow into active and informed citizens locally, nationally and globally.

Our commitment to our students, parents and members of the community is that the school will be a teaching and learning environment that enables the development of students who Connect, Succeed and Thrive.

#### Overall summary of progress

2018 saw a targeted approach to meeting our community needs with an emphasis on communication. Surveys indicated parents felt the benefit of being able to be involved in their child's learning through a digital platform.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>Over 80% of parents using online platforms to engage positively in school events and their child's learning</li></ul>	Equity funds	<p>Increased proportion of parents are using SeeSaw platform to become involved in their child's learning.</p> <p>Technology workshops on SeeSaw and Skoolbag were added to the Kindergarten Orientation Program. There was a slight increase of parents attending informal days such as Easter Hat parade, carnivals, bookweek etc.</p> <p>80% of parents participated in student lead conferences that were introduced this year and all parents made positive comments around the process</p>

#### Next Steps

Refine reporting process and investigate times for issuing reports to ensure they are beneficial to students, parents and teachers

Ensuring learning goals is a significant part of student lead conferences. Encourage parents to help set the next learning goals with their child and teacher.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$79,528.00	<p>All Aboriginal students have an ILP and are making progress across the literacy and numeracy continuums.</p> <p>The school used Aboriginal background loading to employ a part time teacher to support our Aboriginal students as well as a Student Learning Support Officer to work in classrooms alongside targeted students requiring additional support.</p>
<b>Low level adjustment for disability</b>	\$72,879.00  Salary Learning and Support Teacher  \$23,842.00  Flexible funding	<p>All staff received support or training in learning adjustments as well as participating in the National Consistent Collection of Data on students with disabilities. Through flexible timetabling individual or groups of students Were provided with support in their literacy and numeracy needs.</p> <p>Learning and support team meet regularly and work closely with both staff and families to ensure that every student has the necessary adjustments in place to enhance their learning.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$11,383.00	<p>A teacher mentoring program is in place to support all staff in curriculum development.</p> <p>All staff have participated in regular professional development discussions to reflect on their progress with their PDP goals to determine their future professional development.</p>
<b>Socio-economic background</b>	\$386,114.00	<p>All staff received extensive training and development in Technology, future focused learning, project based learning as well as curriculum development. Equity funding was used to booster training and development funds.</p> <p>The school employed additional teaching and support staff to ensure targets from the Annual plan were being addressed. Their roles included working with targeted students identified as not meeting their benchmarks throughout the year as well a technology teacher to team teach and mentor staff to ensure they re supporting students development in technology.</p> <p>Equity funding was also allocated to part fund a deputy principal STEM with our partner high school and partner primary schools know as Cessnock Academy of STEM excellence.</p>
<b>Support for beginning teachers</b>	\$59,308.00	<p>All beginning teachers have an allocated mentor and dedicated time to plan, analyse data and develop effective teaching strategies.</p> <p>All beginning teachers were involved in extensive training and development from L3, TEN, Behaviour management, REAL projects to developing whole school curriculum documents.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	98	115	105	105
Girls	110	114	113	112

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.4	92	94.2	90.2
1	87.6	91.9	92.7	90
2	92.6	90.3	93.5	91.9
3	91.5	95	94.1	90.7
4	86.9	90.9	96.3	90.7
5	91	87.5	90.7	90.9
6	86.9	91.7	88.6	86.3
All Years	89.9	91.2	92.9	90.1
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

Our Attendance Policy focused on the school working with parents and carers to ensure regular attendance was maintained throughout the year. Parents and carers are informed of NSW Government requirements through newsletter or school website. When children are absent from school, in accordance with Department of Education policy, we request an explanation be provided to the class teacher stating the reason for the absence. Many parents/carers conveniently accessed our Skoolbag app for this purpose. A fully electronic reporting system for monitoring attendance is used. This roll is marked daily and records students who are absent. Class rolls are regularly checked by the executive staff and Home School Liaison Officer. Days absent are reported to parent/carers via the school

report in Term 2 and Term 4. Partial absences are also indicated on these reports. Sign in and sign out procedures apply to students arriving late to school or leaving early. School attendance has dropped slightly this year and will be addressed as a priority in 2019.

### Class sizes

Class	Total
FR0003	23
FR0002	19
JR0003	26
JR0007	22
AR0008	22
AR1003	23
AR1006	19
IR0006	26
IR0008	27

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	8.44
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	2.32

\*Full Time Equivalent

Currently no staff members at Cessnock East Public School identify as Aboriginal or Torres Strait Islander.

### 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	0

### Professional learning and teacher accreditation

It is a school focus to ensure all staff participate in regular and relevant professional learning. staff professional learning has been designed and delivered to meet the schools three strategic directions and our key initiatives, the priorities of the NSW Department of Education and the needs of teaching and non teaching staff as identified in the Performance and development Plans.

Our school timetables have been structured to provide teachers with additional time to work collaboratively to build a shared understanding of effective evidence based practices that improve student learning outcomes and performance. Teachers worked together to deepen their professional knowledge and understanding of NSW syllabuses, focusing on key concepts, skills and processes relevant.

Two staff members gained accreditation and others were working towards accreditation at the proficient level during the year. Several staff members are investigating the process of accreditation at the Highly Accomplished or Lead level.

All staff participated in mandatory training requirements. All staff also participated in a combined school staff development day with the Cessnock Community of Great Public Schools around STEM and future focused learning.

## 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>	448,085
<b>Revenue</b>	3,178,215
Appropriation	3,000,554
Sale of Goods and Services	75,035
Grants and Contributions	100,025
Gain and Loss	0
Other Revenue	0
Investment Income	2,601
<b>Expenses</b>	-3,234,555
Recurrent Expenses	-3,234,555
Employee Related	-2,753,477
Operating Expenses	-481,078
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-56,340
<b>Balance Carried Forward</b>	391,745

At Cessnock East Public School financial management and processes and governance structures meet financial policy requirements. In 2018 Cessnock East Public School was conservative with expenditure due to new financial software and changes regarding staff leave and reimbursement.

### 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>	1,684,781
Base Per Capita	42,154
Base Location	2,288
Other Base	1,640,338
<b>Equity Total</b>	597,690
Equity Aboriginal	79,528
Equity Socio economic	417,348
Equity Language	4,092
Equity Disability	96,722
<b>Targeted Total</b>	211,526
<b>Other Total</b>	198,743
<b>Grand Total</b>	2,692,740

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.

Our 2018 NAPLAN trend data indicated on average that there has been an improvement on Year 3 and Year 5 2017 student results in the areas of reading and grammar and punctuation. 7% of Year 3 students are achieving band 7 in reading and 13% achieving in band 7 or 8 in grammar and punctuation. 9% of our Year 5 students achieved band 9 in grammar and punctuation and 5% in band 9 in reading.

In years 3–5 our students demonstrate a high percentage of at or above expected growth.

Our 2018 numeracy data indicated an improvement in Year 5 trend over time with 17% in top 2 skill bands. Year 3 data showed an increase in students performing in the top two skill bands in numeracy from 2017.

Our numeracy data indicates that the school needs to continue to focus moving students into the higher bands with targeted professional learning and the embedding of Talk Moves into K–6 Mathematics programs to align with school plan.

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.

The school has again seen an increase in students meeting the Premier's Priority in regard to students achieving in the top 2 skill bands in both Literacy and Numeracy with 40.85% in 2018 compared to 35.29% in 2017.

## Parent/caregiver, student, teacher satisfaction

### Students

Students confirmed they know what they are expected to learn because their teachers use learning intentions. When asked about receiving feedback as part of the learning process, students confirmed they use feedback from teachers to improve their learning. Students are also learning to use rubrics to have discussions about their learning with their peers.

### Teachers

Staff are confident when providing feedback to students and are able to use a variety of assessment methods to make adjustments to their teaching to maximise learning.

### Parents

Parents found specific feedback given on strengths and weaknesses in reporting documents helped them to understand where their child is at in their learning. The majority of parents would like to receive reports at the end of Term 1 and Term 4.

# Policy requirements

## Aboriginal education

Knowledge and understanding of Aboriginal and Torres Strait Islander histories and cultures are embedded in the curriculum.

At Cessnock East Public School we have a team who are enthusiastic about supporting the learning and leadership opportunities of all Aboriginal students. 2018 saw the training of 2 staff members in Connecting to Country to support our Aboriginal students. The school has 56 Aboriginal students and they are supported throughout their learning with the employment of teaching and support staff. They are actively involved in all leadership opportunities supplied by our partner high school as well as the local AECG.

Our students were also exposed to weekly Aboriginal cultural lessons through ART Express, supported by our partner high school and partner primary schools

This year our Jarjums Aboriginal Education Team developed as a leadership group and developed clear goals and guidelines to move into 2019.

## Multicultural and anti-racism education

Our school is committed to providing a supportive and safe environment, characteristic by our shared values of respect, responsibility and excellence. These key values are embedded in our school vision and are an integral part of all programs and practices.

The school took on the central message 'everyone belongs' from Harmony Day and reinforced the importance of inclusiveness to all Australians throughout the year and in particular Harmony Day. Harmony day activities aimed to engage students, encourage them to participate in their community, respect cultural and religious diversity and foster a sense of belonging for everyone. Our activities provided opportunities for our students to share their own narrative about their culture and background. This was also support through their REAL Projects

Like all Department of Education schools, Cessnock east Public School has a trained Anti Racism Contact Officer who can apply appropriate strategies that enhance relationships between people unfamiliar with a range of cultures.