

# Coutts Crossing Public School

## Annual Report



2018



1666

## Introduction

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

Michelle Dalglish

Principal

## School contact details

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## Message from the Principal

Dear parents, caregivers and community,

I am honoured to have joined the Coutts Crossing School community this year. 2018 was a year of great change for Coutts Crossing Public School, particularly in terms of staff with the retirement of our long-term school librarian, Rhonda Coleman and School Administration Manager, Noeline Simpson. The school also bid farewell to long-term principal, Mr Matt Hankinson and classroom teacher, Miss Leah Fowles. I was appointed as the new Principal through the merit selection process in term 4 and new classroom teachers will be joining the Coutts Crossing teaching team in 2019. Despite these many changes the school has had a successful year in terms of student's academic and sporting achievements and the improvement of teaching, well being and cultural programs. This year saw the ongoing development of partnerships with our school community and this will continue to be an area of focus moving forward. I would like to take this opportunity to thank our dedicated staff, hard-working P&C and supportive school community for working together to make 2018 a fantastic year. I look forward to working collaboratively with the whole school community to ensure every child is known, valued and cared for and every student has the opportunity to connect, succeed and thrive throughout 2019.

Michelle Dalglish

## School background

### School vision statement

Coutts Crossing Public School works in partnership with its community to maintain an inclusive and nurturing learning environment which empowers students to be resilient, successful lifelong learners.

Our school provides innovative and flexible learning programs which support children's social and emotional development, assisting students to reach their full potential as active citizens, prepared to excel in a complex, changing world.

Our priorities for learning are literacy, numeracy, and student well-being and engagement in a future focused learning environment; whilst fostering in students the core values of the school: show respect, personal best, be safe and be responsible.

### School context

Coutts Crossing Public School is a small school within the village of Coutts Crossing, 20km south of Grafton. It is a small school with a teaching principal and three classes. The school has an enrolment of 70 students at the beginning of 2018.

Coutts Crossing Public School lives by its motto of 'Cooperative and Caring'. The school has highly dedicated teachers who provide quality learning environments and a wide variety of opportunities for personal growth and enrichment. The school promotes academic, social, cultural and sporting excellence for all students to enable them to reach their full potential. The school is participating in Early Action for Success with a focus on K–2 literacy and numeracy. The school has an Instructional Leader position two days per week through 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. 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.

The school has experienced many staff changes this year including both teaching and administration positions and has also had a change of leadership with a new principal appointed through the merit selection process in Term 4. This period of transition including having 2 beginning teachers on staff has impacted the results of the School Excellence Framework Self-Assessment.

In the domain of Learning, the school was rated at 'Sustaining and Growing' for Learning Culture, Wellbeing and Assessment, and 'Delivering' for Curriculum, Reporting, and Student Performance Measures. Our ongoing commitment to high expectations, an individualised approach to wellbeing, comprehensive and supportive transition programs and increasing student attendance has resulted in improvements in the Learning Domain. Writing continues to be an identified area of need across all stages as indicated by both internal and NAPLAN data and will remain a focus throughout 2019. In the domain of Teaching, the school was rated 'Delivering' across all elements. In 2019, a more consistent staff will allow greater cohesiveness and collaboration. The analysis and use of student data to inform learning will continue to be a focus area. The implementation of Visible Learning through clear learning intentions and success criteria should see improvements in elements of this domain next year. In the domain of Leading, the school was rated at 'Delivering' for School Planning, Implementation and Reporting and Resources and 'Sustaining and Growing' for Educational Leadership and Management practices and processes. The focus moving forward will be on improving systems and practices within the school to maximise use of resources and ensure greater community engagement across all areas of the school planning process.

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

### Learning

#### Purpose

Students will develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens. Students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school community.

#### Overall summary of progress

Assessment is used flexibly and responsibly as part of daily instruction. The school uses reliable assessment information to evaluate student learning over time and identify needs of individuals / cohorts. Collaboration with Literacy and Numeracy Strategy Advisor has resulted in the development of an Action Plan to implement Learning Progressions using PLAN 2 across years 3–6 to drive explicit teaching. Curriculum provision supports a high expectations learning culture in which all students effectively develop their knowledge, understanding and skills in writing and numeracy.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of year five students at or above expected growth for NAPLAN writing data.	<ul style="list-style-type: none"><li>• Socio-economic background (\$5000.00)</li><li>• Aboriginal background loading (\$6000.00)</li></ul>	66.7% of Year 5 students who participated in NAPLAN testing were at or above expected growth in Writing.
80% of year five students at or above expected growth for NAPLAN numeracy data.	<ul style="list-style-type: none"><li>• EAfS (\$11200.00)</li><li>• Socio-economic background (\$20000.00)</li><li>• Aboriginal background loading (\$6363.00)</li><li>• Low level adjustment for disability (\$22930.00)</li></ul>	66.7% of Year 5 students who participated in NAPLAN testing were at or above expected growth in Numeracy.
Students achieve at or above NSW Govt norm for Socio-Emotional Outcomes on Tell Them From Me surveys.	<ul style="list-style-type: none"><li>• EAfS (\$10000.00)</li><li>• Socio-economic background (\$20000.00)</li><li>• Aboriginal background loading (\$6000.00)</li></ul>	Whole school practices improving wellbeing and engagement to support student learning. School canteen certification meeting the NSW Healthy Canteen Strategy, daily fruit program and healthy cooking has improved student understanding of the importance of making positive food choices. Explicit teaching of fundamental movement skills and promotion of physical activity delivered through the LLW@S Program.
100% of students K–6 are tracked on Literacy and Numeracy Progressions in PLAN2 for Creating texts, Additive Strategies and Quantifying numbers.	EAfS (\$10000.00)	Instructional Leader provided targeted support to students with additional learning needs and students identified for extension resulting in 78% of kindergarten and 93% of year one students achieving at or above stage expectations in reading. SENA data indicated positive growth across all stages.

#### Next Steps

- Programs focusing on developing and strengthening relationships will continue to be a focus throughout 2019. The 'You can do it' Program will be implemented across all stages.
- Continuation of EAfS Program with Instructional Leader funded 2 days per week. Employment of instructional Leader 1 day per week above allocation throughout 2019 to provide tiered intervention support and teacher professional learning across classrooms 3–6.
- Structured implementation of Learning Progressions across all stages K–6.



## Strategic Direction 2

### Teaching

#### Purpose

Teachers individually and collaboratively evaluate the effectiveness of their teaching practices. They take shared responsibility for student improvement and contribute to a transparent learning culture through peer observation. Teachers demonstrate personal responsibility for improving their teaching practice and providing rich learning experiences to improve student learning.

#### Overall summary of progress

Teachers are using data effectively to provide challenging learning environments for all students. Formative data is regularly utilised to inform teaching programs and drive learning intentions. Learning goals for students are informed by analysis of authentic data and measured against set success criteria. Professional Learning has ensured all teachers are delivering quality literacy and numeracy programs and the provision of an Instructional Leader has enabled staff to improve teaching capacity through modelled lessons demonstrating differentiated practice and peer observations.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
90% of students regularly achieve individual learning goals.	<ul style="list-style-type: none"><li>• EAfS (\$5100.00)</li><li>• Socio-economic background (\$15000.00)</li><li>• Support for beginning teachers (\$4063.00)</li></ul>	Teachers engage in lesson observations to improve teaching and learning. Regular lesson observations have facilitated professional dialogue, collaboration, modelling of effective practice and the provision of feedback between teachers. The provision of an Instructional Leader has enabled staff to improve teaching capacity through modelled lessons demonstrating differentiated practice.
100% of teaching programs include use of data to inform teaching practice.	<ul style="list-style-type: none"><li>• EAfS (\$5100.00)</li><li>• Socio-economic background (\$15000.00)</li></ul>	All K–2 teachers collect and analyse classroom data effectively to evaluate student understanding of curriculum content and track students progress using the Learning Progressions. All students K–2 are tracked on the Learning Progressions in Creating Texts, Quantifying Numbers and Additive Strategies, and growth monitored using PLAN 2.
90% of students can articulate a response to Visible Learning questions identifying learning intentions and success criteria.	<ul style="list-style-type: none"><li>• EAfS (\$10000.00)</li><li>• Socio-economic background (\$15000.00)</li><li>• Low level adjustment for disability (\$22930.00)</li></ul>	Delivery of Literacy and Numeracy outcomes are a focus across all key learning areas. Teachers use effective evidence based literacy and numeracy strategies to explain and breakdown knowledge. This is reflected through comprehensive unit planning and classroom programming.

#### Next Steps

- Continuation of regular individual teacher/student conferences to support teacher delivery of explicit, meaningful and personalised feedback on learning progress.
- Whole school focus on using Learning Intentions and success criteria as part of everyday classroom practice.
- Focus on improving teaching of writing across K–6

## Strategic Direction 3

### Leading

#### Purpose

Excellent leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Leaders proactively engage with parents and the broader community to foster positive home-school relationships and engage families in their students learning journey.

#### Overall summary of progress

The school evaluates its administrative systems and processes and collects information about the schools administrative practices in order to ensure their effectiveness. Amendments to attendance procedures has improved whole school attendance rates with the number of students with 100% attendance doubling from 35% to 70% throughout semester 2 and the number of students with unexplained absences reduced by half.

Processes developed to collaboratively review teaching practices to affirm quality and focus on continuous improvement of teaching and learning. A new vision statement reflecting the values, needs and aspirational goals of the school, developed in collaboration with community, has resulted in strengthened partnerships where families feel valued and involved in their students learning.

The school provides regular opportunities for parents and community members to engage in school related activities. The school regularly solicits and addresses feedback on school performance from students, staff, parents and community. Surveys to measure community satisfaction were distributed during term 4 to measure community satisfaction and ensure the school practices align with community priorities and needs.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Flexible learning spaces effectively support future focused learning.		Processes developed to collaboratively review teaching practices to affirm quality and to focus on continuous improvement of teaching and learning. 100% of classroom teachers achieved the goals on the Performance and Development Plans for 2018.
100% of teachers achieve aspirational goals on their performance development plans		The school provides regular opportunities for parents and community members to engage in school related activities. Over the course of the year community engagement at school events has shown improvement with additional families attending assemblies and school events and new families participating in P&C meetings.
Student attendance at or above State DoE average.		
Increased community satisfaction using school based surveys.		

#### Next Steps

- A new whole school scope and sequence will be developed for 2019 to ensure curriculum provision aligns with new syllabus documents and enables whole school coordinated delivery of programs to support differentiation across class groups.
- Focus on teacher improvement through development of a schedule of regular peer observations of classroom practice with authentic feedback.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<ul style="list-style-type: none"> <li>• Aboriginal background loading (\$18 363.00)</li> </ul>	Employment of a School Learning Support Officer allowed additional classroom support to students in need. The SLSO support supplemented programs developed by classroom teachers to provide individual and small group targeted literacy and numeracy assistance.
<b>Low level adjustment for disability</b>	Learning Support Teacher allocation (0.3) \$31,234 Flexible Funding \$14,626 <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$45 860.00)</li> </ul>	Employment of a School Learning Support Officer allowed additional classroom support to students in need. The SLSO support supplemented programs developed by classroom teachers to provide individual and small group targeted literacy and numeracy assistance. SLSO also provided additional social and emotional support during playground activities.
<b>Quality Teaching, Successful Students (QTSS)</b>	Staffing allocation (0.142) \$14,784 <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$14 784.00)</li> </ul>	QTSS staffing allocation was utilised to allow additional in-class support for teachers, classroom observations, peer observations of practice and mentoring of teaching staff.
<b>Socio-economic background</b>	Staffing allocation (0.1) \$10,411 Flexible funding \$123,951 <ul style="list-style-type: none"> <li>• Socio-economic background (\$134 362.00)</li> </ul>	Socio-economic funding was utilised to support many key programs at our school. and maximise educational opportunities for all students. Funding allowed the subsidising of cost to families for excursions and specialised programs across all key learning areas. Funding also enabled the school to purchase resources to enhance student learning and wellbeing eg Words Their Way program and daily breakfast program.
<b>Support for beginning teachers</b>	<ul style="list-style-type: none"> <li>• Support for beginning teachers (\$4 063.00)</li> </ul>	The school utilised this funding to provide additional release time for our beginning staff to plan and prepare classroom programs and to provide additional in-class support, observation and mentoring.
<b>Early Action for Success</b>	<ul style="list-style-type: none"> <li>• Early Action for Success (\$63 709.00)</li> </ul>	The school benefited from an Instructional Leader employed 2 days per week to support tiered student interventions and teacher professional learning with a focus on improving K-2 literacy and numeracy.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	32	41	38	37
Girls	41	46	44	33

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.1	91.1	93.5	88.5
1	89.7	93.3	93.7	92.8
2	92.6	91	94.1	95.2
3	90	95.6	90.7	94.5
4	92.5	89.2	94.7	94.5
5	92.2	92.5	86	92.1
6	87.9	95.5	92.3	87.1
All Years	91.5	92.3	92.2	92.3
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

Attendance is marked daily by classroom teachers and all absences and parent notifications are recorded electronically. Students with unsatisfactory attendance or notification rate will receive reminder notices sent to parents requiring an explanation. Further concerns may be followed up with parent interviews and support from the Home School Liaison Officer. Parents are informed of absences in student reports sent home each semester. Attendance procedures and strategies to improve attendance have been updated to include regular newsletter items on attendance, discussion at assemblies, School Administration Manager phones the families of all absent students to enable immediate follow up on absences and awards for excellent school

attendance. Changes to attendance procedures have improved the overall attendance rate of all students and reduced the number of late arrivals. Although the average school attendance data has improved slightly from 2017, it is still below State DoE average and will remain a focus for improvement in 2019.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.54
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.41

\*Full Time Equivalent

In addition to the positions indicated in the workforce composition table, the school received a FTE 0.4 Instructional Leader under the Early Action for Success program throughout 2017. Australian Education Regulations require schools to report on Aboriginal composition of their workforce. The Aboriginal composition of the workforce at Coutts Crossing Public School is 0%.

### 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 Coutts Crossing Public School reflects the school's identified strategic directions and staff performance and development plans. All teaching staff have received additional Professional Learning throughout 2018. Professional Learning included Early Action for Success training and updates, 'Language, Learning, Literacy' (L3), Words Their Way reading program, SAP systems, Aboriginal Traditional Games and Principal network professional learning. In addition, all staff have had the benefit of having an Instructional Leader on staff this year to support literacy and numeracy strategies through team teaching, demonstration lessons and in class support. Staff have



developed Performance and Development Plans to guide their professional learning. All staff have completed professional learning in relation to WH&S Emergency Management and staff safety inductions, Learning Progressions and PLAN, Anaphylaxis and Resuscitation, Child Protection update, Code of Conduct and Corruption Prevention during staff development days held at school. Two teachers are preparing evidence to apply for accreditation at Proficient. All pre-2004 teaching staff became accredited at the Proficient level at the beginning of 2018 and are now in their first maintenance of accreditation cycle.

## 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>	119,209
<b>Revenue</b>	954,569
Appropriation	935,006
Sale of Goods and Services	857
Grants and Contributions	18,253
Gain and Loss	0
Other Revenue	0
Investment Income	453
<b>Expenses</b>	-907,374
Recurrent Expenses	-907,374
Employee Related	-801,189
Operating Expenses	-106,184
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	47,196
<b>Balance Carried Forward</b>	166,405

- Funding allocations from the School Budget Allocation Report are planned and spent according to identified needs within the school and socio-economic context of the school. The principal works in close partnership with the School Administration Manager to ensure compliance with Financial Policies and Procedures.
- School spending patterns and the amount of

funds rolled over to 2019 are a result of the cautious transition between the two finance systems and associated delays.

- Funds carried forward will be utilised to support ongoing 2018–2020 School Plan initiatives, in particular additional employment of an Instructional Leader above allocation to build teacher capacity and support targeted students.

### 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>	632,163
Base Per Capita	15,856
Base Location	2,419
Other Base	613,888
<b>Equity Total</b>	198,585
Equity Aboriginal	18,363
Equity Socio economic	134,362
Equity Language	0
Equity Disability	45,860
<b>Targeted Total</b>	822
<b>Other Total</b>	78,513
<b>Grand Total</b>	910,084

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.

**NAPLAN Literacy**– Due to reporting requirements, we are unable to display graphs or NAPLAN results as there were less than 10 students who completed the testing in year 3 and year 5.

**NAPLAN Numeracy**– Due to reporting requirements, we are unable to display graphs or NAPLAN results as there were less than 10 students who completed the testing in year 3 and year 5.

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.

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes*, schools are required to report on their student performance for the top two NAPLAN bands in Reading and Numeracy. The proportion of student results in the top two bands in reading in Year 3 was 50%, an improvement from 18.2% in 2017. The proportion of student results in the top two bands in reading in Year 5 was 0%, a decline from 27.3% in 2017. The proportion of student results in the top two bands in numeracy in Year 3 was 40%, an improvement from 18.2% in 2017. The proportion of student results in the top two bands in numeracy in Year 5 was 0%, a decline from 18.2% in 2017. In Year 3, 100% of Aboriginal students were in the top 2 bands for reading and 0% of Aboriginal students were in the top 2 bands for numeracy. No Aboriginal students participated in Year 5 NAPLAN testing in 2018.

Overall, the average percentage of students achieving in the top two bands in Reading and Numeracy in NAPLAN in 2018 was 21.74%. This indicates a positive growth trend improving from 20.45% in 2017 and 16.28% in 2016.

## Parent/caregiver, student, teacher satisfaction

In 2018, year 4,5 & 6 students participated in the Tell Them From Me survey, designed to provide insights into students thoughts about learning and the school climate at Coutts Crossing Public School. The majority of results were on par with state averages but there were a few discrepancies worthy of further investigation.

- Students with a positive sense of belonging: 59% of students feel accepted and valued by their peers and by others at their school compared to the NSW Govt norm of 81%.
- Students with positive relationships: 69% of students have friends at school they can trust and who encourage them to make positive choices compared to the NSW Govt norm of 85%.
- Students who are interested and motivated: 65% of students are interested and motivated in their learning compared to the NSW Govt norm of 78%.
- 47% of students were confident of their skills but did not find classes challenging. The NSW Govt norm for this category is 26%.

The community was also surveyed to establish their preferences regarding homework and satisfaction with the current school awards system. 52% of families returned their survey responses. A summary of the homework survey results can be found below:

- 67% of respondents would like their child to participate in homework.
- A range of homework options were equally popular including reading programs, literacy and numeracy worksheets and projects.
- 68% of respondents would like their child to have access to online programs as part of their homework program.
- 72% of respondents were happy with the current amount of homework students receive.
- 100% of respondents support rewards and celebrations for students who regularly complete homework.

A summary of the awards system survey results can be found below:

- 64% of respondents indicated they had a sound knowledge of the current awards system at Coutts Crossing Public School.
- 75% of respondents did not know how many star awards are needed to achieve bronze, silver or gold awards.
- 89% of respondents indicated they knew how star awards were earned.
- 74% of respondents indicated they would like the current system amended to reflect the core values of the school– Personal Best, Show Respect, Safety and Take Responsibility.
- 68% of respondents would like the current system amended to an annual system so new students to the school have equal opportunities to achieve higher award levels.

# Policy requirements

## Aboriginal education

Coutts Crossing Public School received Aboriginal background funding for 2018. Our plan to improve learning outcomes for indigenous students included:

- Employment of SLSO to support delivery of literacy and numeracy programs in classrooms
- Coutts Crossing is developing a positive and inclusive culture and has implemented strategies designed to ensure Aboriginal students achieve educational outcomes which are equal to or better than the outcomes of non-Aboriginal students.
- NAIDOC Day celebrations were organised collaboratively with local Aboriginal elders, Aboriginal parents and students, Aboriginal Education officers and Aboriginal Cultural Educators to ensure the event focused around embracing cultural diversity and learning about local Gumbaynggirr culture, history and traditions. All students K–6 participated in the day and families were also invited and encouraged to participate.
- A focus on Professional Learning in Aboriginal Education. All staff at Coutts Crossing Public School have completed Connecting to Country training to gain a greater depth of understanding of the culture history and current challenges facing Aboriginal families and students. All teaching staff have completed training with a local Aboriginal elder in how to respectfully teach and lead Traditional Aboriginal games at school.
- Local Aboriginal languages have been celebrated with Gumbaynggirr greetings used regularly at assemblies and school signage planned for 2019.
- An Acknowledgement of Country is made at the beginning of every assembly, special event and meeting at the school. Aboriginal students provide the Acknowledgment of Country whenever possible.
- Aboriginal storytelling and art program delivered by local Aboriginal educators.

## Multicultural and anti-racism education

Multicultural education is integrated across all key learning areas in class and has been incorporated into studies in school programs emphasising tolerance and understanding. In HSIE students studied customs and beliefs from other countries. All classroom and school practices are inclusive of all students and racism in any form is not tolerated. The school has an Anti-Racism Contact Officer who is trained to deal with any identified concerns around racism.